

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, August 5, 2021 1:30 PM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** Nebraska Innovation Campus
2021 Transformation Drive
Banquet Hall
Lincoln, NE 68508
- Web Streaming:** Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/
- 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/Agendas.html
- Lunch:** On Thursday, August 5, 2021, if necessary, the State Board of Education may break for lunch at 12:00 p.m. The lunch will take place in Conference Room C at the State Office Building, Sixth Floor, 301 Centennial Mall South, Lincoln, Nebraska. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER

President Nickels

1. Roll Call

President Nickels

2. Pledge of Allegiance

President Nickels

3. Announcement of the placement of the Open Meetings Act information

President Nickels

4. COVID-19 Meeting Protocol

Commissioner Blomstedt

2. COMMISSIONER'S REPORT

Commissioner Blomstedt

1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt

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

Commissioner Blomstedt

2. Report On Rules

Commissioner Blomstedt

3. Board Operations Information

Ryan Foor

3. SPECIAL PRESENTATIONS AND DISCUSSIONS

President Nickels

1. 2021 Nebraska Teacher of the Year, Paul Timm, Science Teacher, Lyons-Decatur

Northeast Public Schools, Lyons, Nebraska, Quarterly Report (10 minutes)

Paul Timm

4. PRESIDENT'S REPORT

President Nickels

5. STANDING COMMITTEE REPORTS

President Nickels

1. Policy Committee

Patricia Timm

A. Action Item: Approve proposed revisions to State Board Bylaw B10, *Hearing Officers*

Patricia Timm

B. Action Item: Approve proposed revisions to State Board Bylaw B8, *Parliamentary Procedures/Rules of Order*

Patricia Timm

C. Action Item: Approve proposed revisions to State Board Bylaw B15, *Board Minutes*

Patricia Timm

D. Discussion Item: Four year review of State Board Internal Policy P5, *Contracts, Grants and Purchases*

Patricia Timm

E. Discussion Item: Four year review of State Board Internal Policy P11, *Data Access and Use*

Patricia Timm

2. Legislative Committee
Robin Stevens
 - A. Action Item: Adopt Revisions to the State Board Legislative and Regulatory Priorities Document
Robin Stevens
3. Commissioner's Appraisal Committee
President Nickels
4. AQuESTT Teaching, Learning and Serving Domain Committee
Lisa Fricke
 - A. Action Item: Accept the list of submissions of Affidavit of Closure of Attendance Centers 2020-2021 filed under the waiver provisions contained in State Statute 79-213 R.R.S.
Don Loseke
 - B. Action Item: Adopt proposed revisions to Rule 24 (92 NAC 24) Regulations for Certificate Endorsements
Kelly Heineke
 - C. Discussion Item: Nebraska's College & Career Ready Standards for English Language Arts (ELA)
Cory Epler and Marissa Payzant
 - D. Discussion Item: Approval, Accreditation, and Accountability Rules timeline
Brad Dirksen
5. AQuESTT Student Success, Access and Support Domain Committee
Patsy Koch Johns
 - A. Action Item: Authorize the Commissioner to create the Mental Health Support Grant to address mental health needs of students and staff across Nebraska
Zainab Rida and Mariella Resendiz Alvarado
 - B. Action Item: Approve Rule 11 teacher waiver request for Deshler Public Schools and approve annual operation of the early childhood program for the named school district
Melody Hobson
 - C. Action Item: Approve the renewal of the Rule 11 teacher waiver for Ainsworth Community Schools and approve annual operation of the early childhood program for the named school district
Melody Hobson

D. Discussion Item: Leading for Equity and Excellence Program (LEEP)

6. Budget and Finance Committee
Patricia Timm

A. Monthly Board Travel Expense Report
Jen Utemark

B. In-State Travel Authorization Reports

7. Strategic Planning, Performance, and Improvement Committee
Deborah Neary

6. ADDITIONAL BUSINESS
President Nickels

1. In accordance with Board Policy B9, potential action by the Board on public comment time limits for Friday, August 6, 2021

7. INFORMATION ITEMS AND REPORTS
President Nickels

1. Contracts Approved by Commissioner

2. Grants Approved by Commissioner

3. Contested Case Update

4. Notification of vacancy on the Nebraska Private Postsecondary Career Schools Advisory Council
Marisol Birth and Brad Dirksen

5. Nebraska Emergency Assistance for Non-Public Schools (EANS) program contract update
Commissioner Blomstedt and Jen Utemark

8. 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 Nickels

9. ADJOURNMENT
President Nickels

The Board will reconvene tomorrow morning at 9:00 a.m. in this room.



Nebraska State Board of Education Covid-19 Meeting Protocol

Meeting date/time: Thursday, August 5, 2021, 1:30 pm
Friday, August 6, 2021, 9:00 am

Meeting location: Nebraska Innovation Campus Conference Center

Purpose

The purpose of this document is to outline and detail measures and protocols that seek to protect and ensure the health, welfare, and safety of the public in light of the COVID-19 pandemic. For the purposes of this protocol document, “attendee” shall mean any individual person who is attending the meeting, but not limited to: state board members, Nebraska Department of Education staff members, other State of Nebraska employees, hearing respondents, and members of the public.

Maximum attendance

Maximum attendance at the meeting is limited to the rated capacity of the meeting room. However in order to maintain physical distancing between individuals, the room will be setup with chairs spaced three (3) feet apart. Standing is not allowed in the meeting room. If there are more members of the public who attend than for which there is seating available, members of the public may sit in the overflow room. If the overflow room becomes full or crowded, members of the public may wait in the pre-function area.

Considerations for Attendees to Access Public Meetings

Attendees are asked to comply with the following directives:

- a. **Accessibility:** Members of the public are encouraged to maintain 3 feet of physical distancing between others when entering and exiting the room.
- b. **Masks:** Masks that cover the mouth and nose are recommended. Individuals who have not been vaccinated for COVID-19 are strongly encouraged to wear a mask.
- c. **Hand sanitizer:** Use of hand sanitizer is strongly recommended upon entrance to the meeting room and after attendees touch their face, cough, or sneeze.
- d. **Physical distancing:** The meeting room will be arranged to ensure that all attendees are able to practice physical distancing with a space of at least three feet between individuals. Arranged chairs and tables are not to be moved. Attendees are encouraged to avoid shaking hands or making physical contact with other attendees.

e. **Personal questionnaire:** Attendees will be presented with the following questions on signage at the entrance to the meeting room and asked to self-identify responses of “Yes” or “No” to each question.

1. Are you experiencing, or experienced any of the following symptoms in the last 14 days?
 - i. Fever or chills
 - ii. Cough
 - iii. Shortness of breath or difficulty breathing
 - iv. Fatigue
 - v. Muscle or body aches
 - vi. Headache
 - vii. New loss of taste or smell
 - viii. Sore throat
 - ix. Congestion or runny nose
 - x. Nausea or vomiting
 - xi. Diarrhea
2. Have you been in physical contact with or in close proximity to anyone who tested positive for COVID-19 in the last 14 days?
3. Have you traveled outside of the United States in the last 14 days?
4. Have you been in physical contact with or in close proximity to anyone who has traveled outside of the country, or who has been ill?
5. Do you have a temperature of greater than 100.4 degrees Fahrenheit?

Should an attendee be able to identify a “Yes” response to any of these question, the Attendee should self-select to not enter the meeting room or overflow room and leave the meeting venue.



TO: Matthew L. Blomstedt, Ph.D.
Commissioner

FROM: Brenda Wid, Legal Services

DATE: July 21, 2021

SUBJECT: Report on Rules

RULES AWAITING APPROVAL FROM AGO

Title 92, Nebraska Administrative Code, Chapter 1, *Rules and Regulations Governing the Audit of Nebraska Public School Districts* SENT TO AGO: June 7, 2021

Title 92, Nebraska Administrative Code, Chapter 2, *Uniform System of Accounting for Nebraska Public School Districts* SENT TO AGO: June 7, 2021

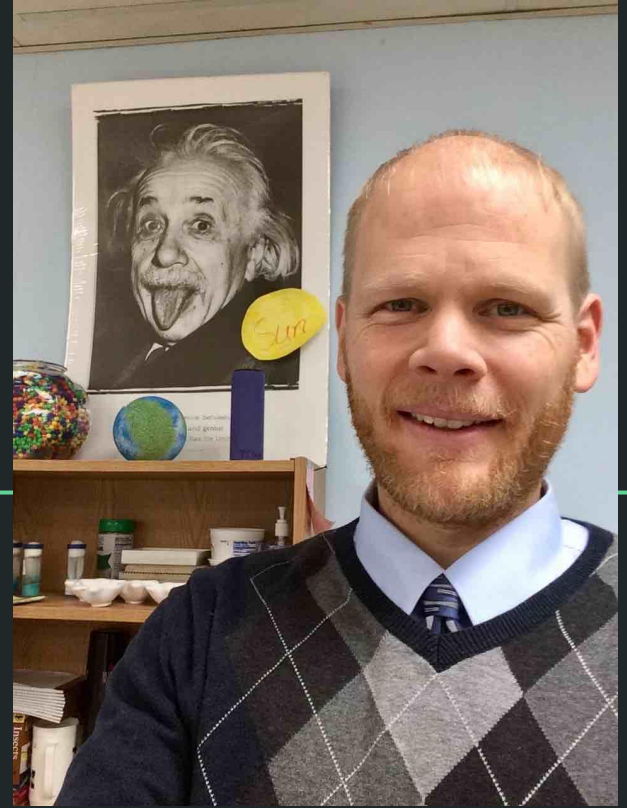
RULES BEFORE THE STATE BOARD FOR APPROVAL IN AUGUST

Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

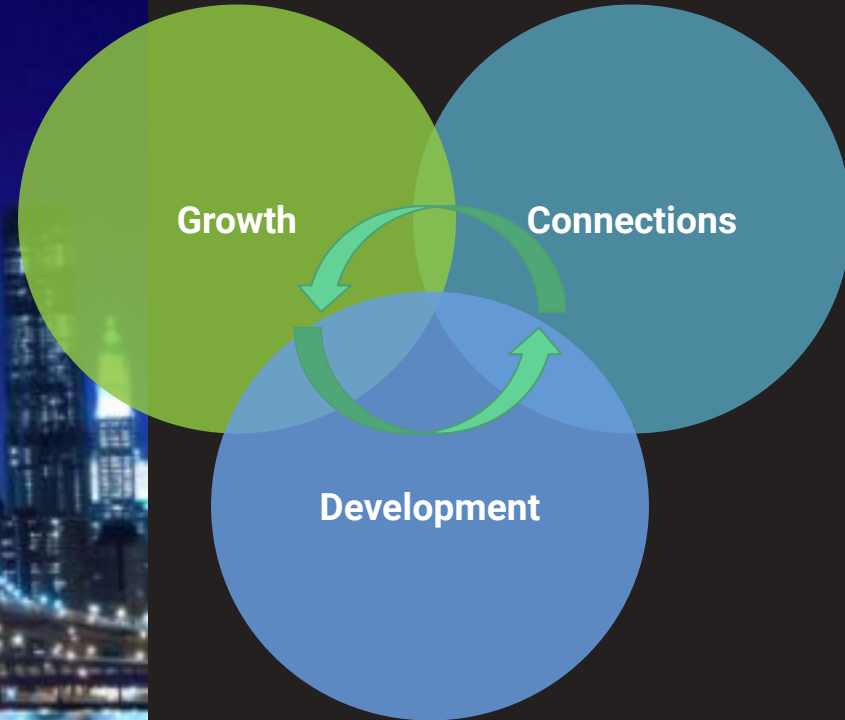
A public hearing was held, via ZOOM, on Wednesday, July 7, 2021. The hearing officer's summary is posted in SPARQ along with the hearing draft.

August Report to the Nebraska State Board of Education

Paul Timm
2021 Nebraska Teacher of the Year



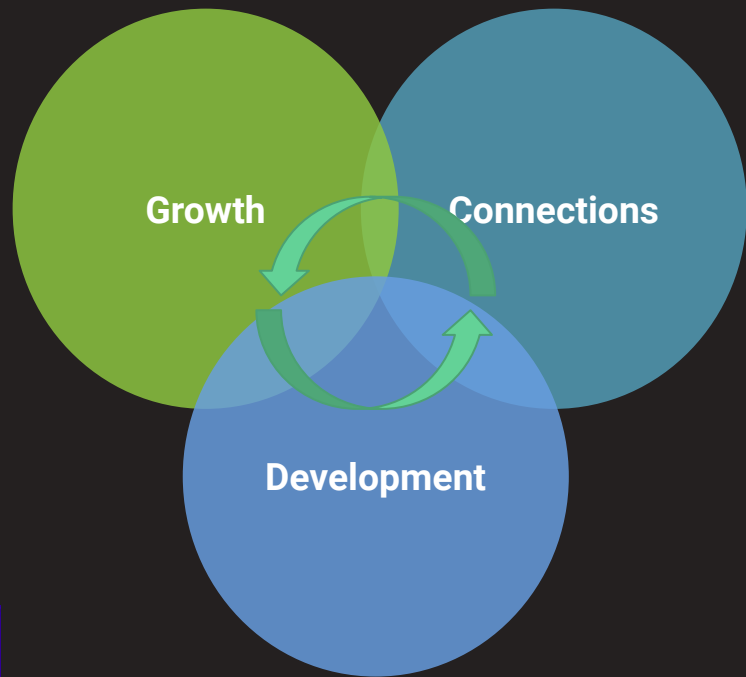
Mr. Timm's TOP 10 in 10






Finding Courage to Move Forward from Trauma into the Next School Year

Paul Timm
2021 Nebraska Teacher of the Year



You???	→	Belonging	
Your family & loved ones?	→	Generosity	
Your staff???	→	Mastery	
	→	Independence	



Moving forward with Curious, Trauma-Informed lens

10 in 10

NDE Days



A Focus on Trauma & Education

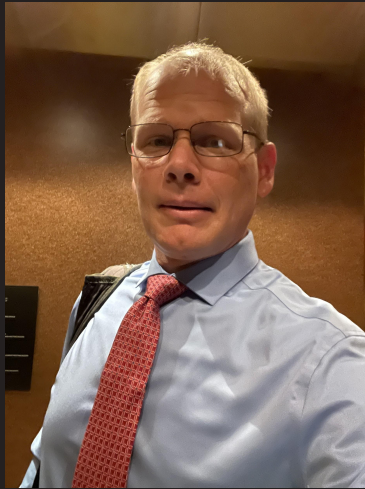
Being Trauma-Informed and Resilience-Focused



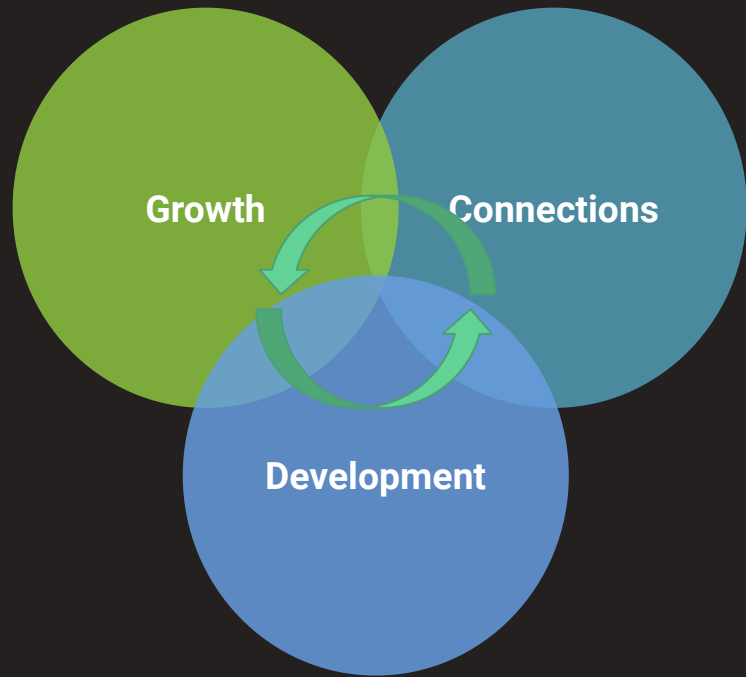
Growth

Connections

Development



10 in 10
NSEA U



10 in 10
Space Camp

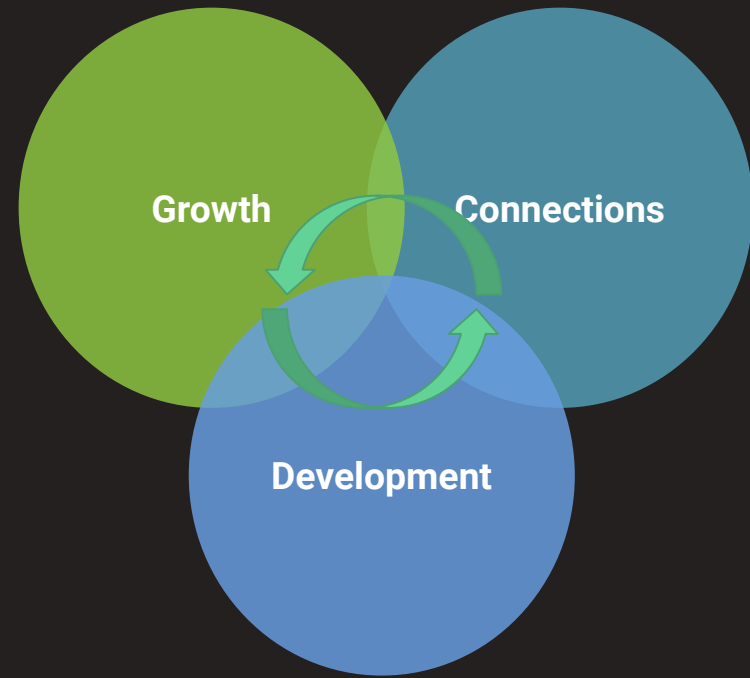
← **Tweet**

 **Do Right, Right Now**
@DoRightNebraska

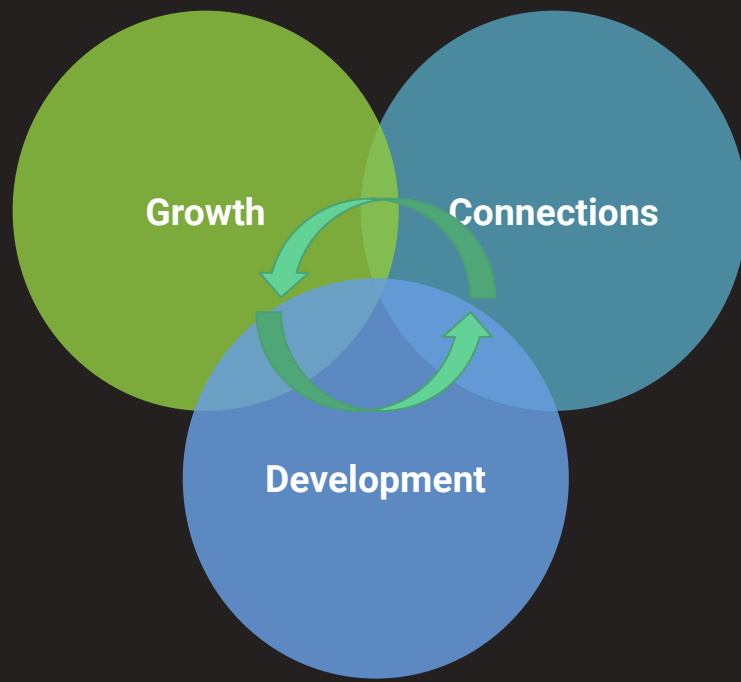
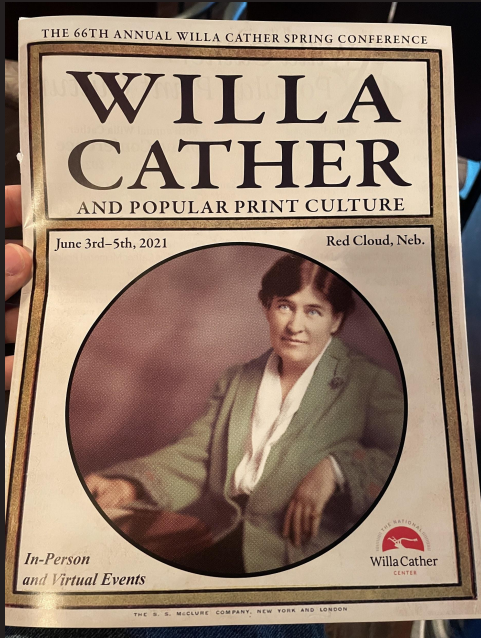
"There are many protocols I practice and follow as a teacher/bus driver so as to keep all who are in my charge safe. I feel following my doctor's recommendations to be vaccinated serve those same reasons."
—NE's 2021 Teacher of the Year, Paul Timm from @lyonsdecatatur



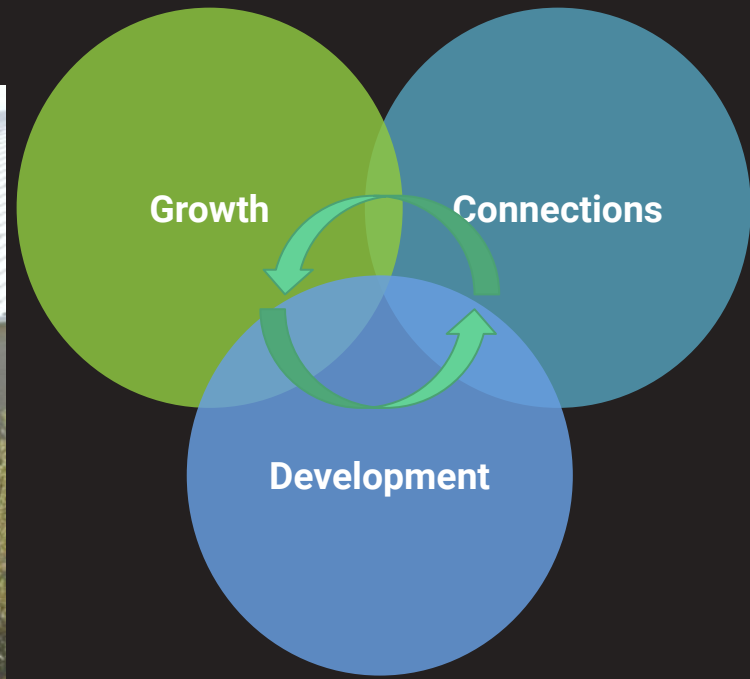
I CHOSE TO
#DoRightRightNow
Paul Timm



10 in 10: Do Right Right Now



10 in 10: Willa Cather Conference

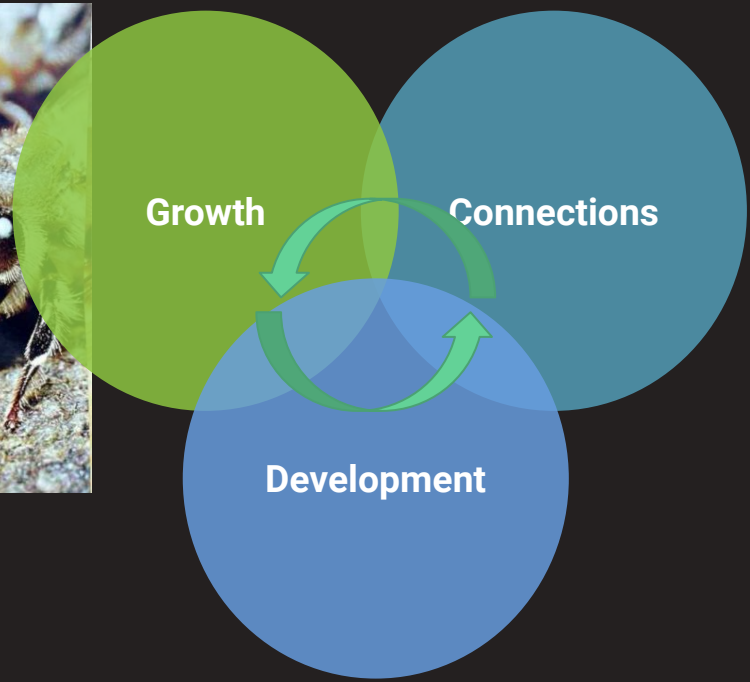


10 in 10: OWH Academic Scholars Selection



10 in 10:
Entertaining
Guest 2021 TOYs





10 in 10: Tekamah Library Program

ChangeMaker 2021

EDU VIRTUAL CONFERENCE

14-28 July 2021 | on-demand

I'm presenting at #21ChangeMaker

Paul Timm

@PaulTimmLDNE

#21ChangeMaker #NTOY21



CHANGEMAKEREDU.ORG

@CHANGEMAKERPLN

Conference Registration
bit.ly/21changemaker

Powered in partnership by
TMI Education
READY LEARNER ONE

FEATURING #NTOY21 STATE TEACHERS OF THE YEAR



ChangeMaker 2021

EDU VIRTUAL CONFERENCE

14-28 July 2021 | on-demand

CELEBRATING TEACHER INNOVATION, RESILIENCE
AND COMPASSION IN UNPRECEDENTED TIMES

#21ChangeMaker

#NTOY21

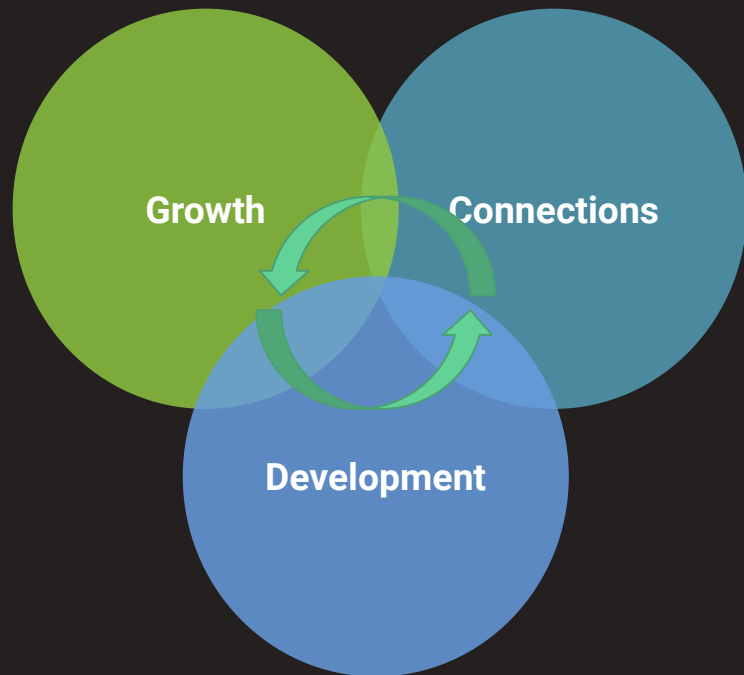


CHANGEMAKEREDU.ORG

@CHANGEMAKERPLN

FREE Conference Registration
bit.ly/21changemaker

Powered in partnership by
TMI Education
READY LEARNER ONE



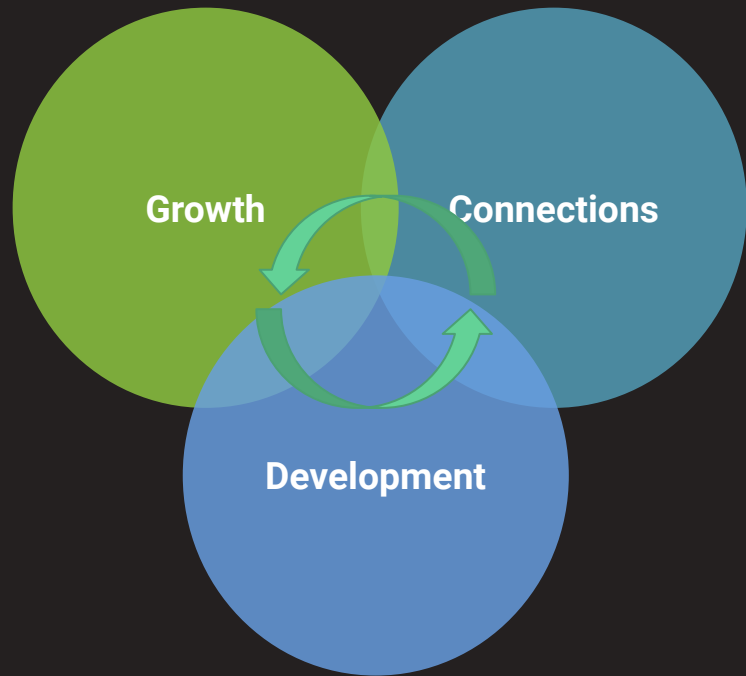
10 in 10: Change Maker Conference

Bird Related Resources

Helpful Curricular Resources for Teaching Birds



Investigation Evidence



10 in 10: NGPC Bird Curriculum

Past 3 Months

**Doane Secondary
Teachers April 6**

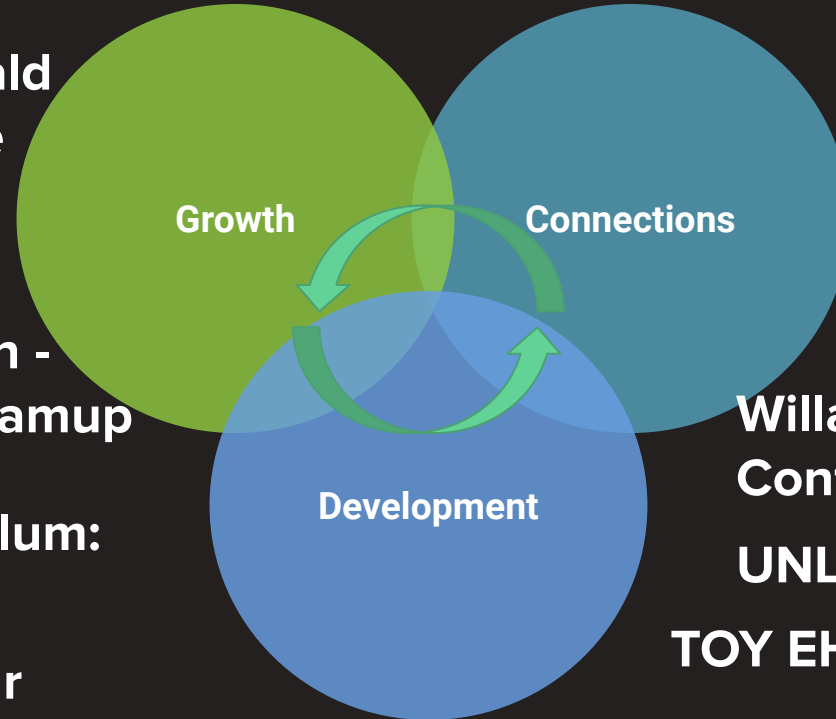
**Omaha World Herald
Academic All-State**

**Partnership Starr
Commonwealth &
Lachandra Garrison -
TOY meetings & teamup**

**NGPC Bird Curriculum:
5 work sessions**

NSEA TOY Webinar

Weekly meetings with Lora



CCSSO Training

**Kim Foundation
Education
Conference**

**Willa Cather Annual
Conference**

UNL Student Teachers

TOY EHA Photo Shoot

RC&D Meeting

Hosted guest TOY Families: Swanns,
Jacksons, Kim Stock

NSEA U: Team Presentation
with Lachanda

Pre-record NDE Days

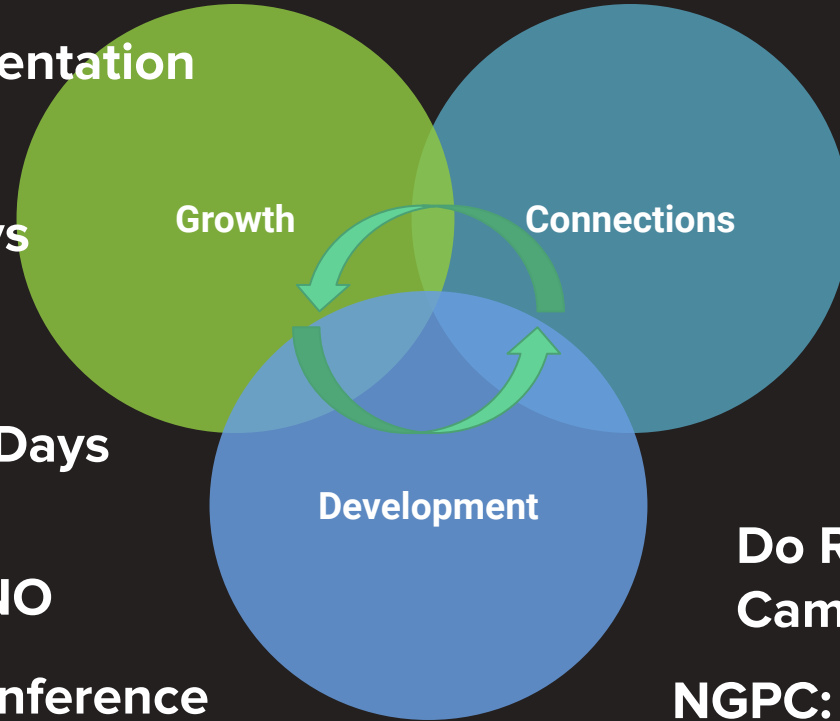
Space Camp!!!

NDE/Administrator Days

“Consider This”...UNO

STEM Education Conference

Weekly meetings with Lora



Next 3 Months

***SPACE CAMP!!!
JULY 21-26TH***

**ChangeMaker
Conference**

**Do Right Right Now
Campaign**

NGPC: pilot implementation

2021 Nebraska Teacher of the Year



Website t.ly/Q006 FB

@NebraskaTOY

Twitter @PaulTimmLDNE



POLICY COMMITTEE BOARD REPORT

Date: August 6, 2021

The Committee on POLICY met via ZOOM on August 3 and reports that the Committee has three action items and recommend the full State Board approve same:

State Board Bylaw B10, *Hearing Officers* – Proposed revisions include language to specify hearing officers are to be licensed attorneys in the State of Nebraska.


State Board Bylaw B8, *Parliamentary Procedures/Rules of Order* – Proposed revision include language added in the cross-reference section; otherwise, bylaw stays the same at this time.

State Board Bylaw B15, *Board Minutes* – Proposed revisions include language added to specify when the requirements for minutes applies and it's lack of applicability in quasi-judicial settings.

The Committee discussed, as part of the scheduled four-year review, State Board Internal Policies P5, *Contracts, Grants and Purchases* and P11, *Data Access and Use*.

The Committee continues discussion of the reorganization of the State Board Policy Reference Manual and believes that a full State Board discussion, possibly in a retreat setting, be scheduled for input regarding the proposed reorganization.

This concludes the POLICY COMMITTEE report.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B10 (formerly B17)</p>	<p>Page Number 1 of 1</p>
<p>State Board Bylaw B10 (formerly B17) Hearing Officers</p>	<p>Created: 1976 Last Revised: 2017 Reviewed: 1984, 1990, 1995, 2006, 2017, <u>2021</u> Approved: 06/02/2017</p>	

Hearing Officers

When a contested case is properly filed before the State Board, except in rare circumstances when advised otherwise when the Board desires otherwise and consults with by Legal Counsel, of such anticipated length or complexity that the use of a hearing officer by the Board is advisable, and a recommendation for the appointment of a hearing officer ~~shall~~ will be placed on the consent agenda by the Commissioner, or, in cases in which the Commissioner is a party, by the attorney serving as the Board’s legal advisor in the case.

When a contested case involves the Enrollment Option Program with a petition being filed pursuant to Section 79-239 R.R.S., then the Commissioner shall appoint a hearing officer within five (5) days after the filing of such petition and an expedited hearing shall be set by the hearing officer so that the case can be decided by the State Board within sixty (60) days or as soon thereafter as is practicable after the filing of such petition.


Hearing Officers appointed under this Bylaw shall be admitted to practice law in the State of Nebraska. The Department’s Office of Legal Services shall maintain a list of such attorneys who have indicated a willingness to serve as hearing officers.

Board Action History

- 12/10/76 – Prior BCAE
(Board may delegate authority to Commissioner or member to conduct rule hearings.)
- 12/7/84 – Prior BCAE
(Rescinded upon adoption of revised manual.)
- 10/12/90 – Prior 8001 BOP
(Option enrollment hearing officers)
- 12/8/95 – Prior B17
(Replaced 8001 BOP – Covers all types of contested case hearing officers)
- 9/7/06 – B17
(Same Bylaw text)
- 3/03/2017 – B17(B10)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B17 is now B10)
- 06/02/2017 – B10
(Added language to have Commissioner appoint a hearing officer within five days of NDE receiving an Enrollment Option petition, instead of Board, to expedite the process of having a decision before the Board within sixty days of the filing of the petition.)

Cross-References

- 84-901(5) R.R.S.
- 79-239 R.R.S.
- 92 NAC 19 (Rule 19)

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B8 (formerly B14)</p>	<p>Page Number 1 of 1</p>
<p>State Board Bylaw B8 (formerly B14) Parliamentary Procedure/Rules of Order</p>	<p>Created: 1979 Last Revised: 2006 Reviewed: 1984, 1995, 2003, 2006, 2013, 2017, <u>2021</u> Approved: 09/07/2006</p>	

The State Board shall observe the current edition of Robert's Rules of Order Newly Revised except as otherwise provided by State Board regulations, statute, or policy, or when suspended by majority vote of the Board at any time.

Copies will be provided to all Board members.


Votes will be conducted by roll call, with the order of members called rotated with each vote.

Board Action History

- 3/20/79 – Prior BCBE
(No copies available of prior versions.)
- 12/7/84 – Prior 9325.3 BOP
(Changed Robert's Rules version and added majority suspension.)
- 12/8/95 – Prior B14
(Changed Robert's Rules version. Added copies for all members and rotating roll call votes.)
- 10/3/03 – Prior B14
(Changed version of Robert's Rules.)
- 9/7/06 – B14
(Same Bylaw text)
- 3/03/2017 – B14(B8)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B14 is now B8)

Cross-References

- 84-1413(2) R.R.S. – Roll call vote.
- 79-315 R.R.S. – Board can organize itself.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B15</p>	<p>Page Number 1 of 2</p>
<p>State Board Bylaw B15 Board Minutes</p>	<p>Created: 1980 Last Revised: 2006 Reviewed: 1984, 1995, 2001, 2003, 2006, 2013, 2017, <u>2021</u> Approved: 09/07/2006</p>	

The Board must record the minutes of all meetings it holds that are subject to the Nebraska Open Meetings Act (Neb. Rev. Stat §84-1407 et seq.). The minutes must contain the meeting time and place, members present and absent, and the substance of and actions taken on all matters discussed. All votes must be recorded showing how each member voted on each issue. Board members making a statement to be recorded in the minutes shall include the words “for the record.” Votes to organize the Board may be taken by secret ballot, but the minutes must indicate how many votes each candidate received. All Board minutes are public records and must be open for public inspection on the NDE website during normal business hours. Minutes shall be written and available for inspection within ten working days, or prior to the next convened meeting, whichever occurs earlier.


When the Board meets or is functioning in a quasi-judicial capacity to decide a contested case or recommended decision from the Professional Practices Commission, no minutes as described above are necessary, but all votes must be recorded showing how each member voted and the same shall appear on the Board’s Final Order.

Secretary of the Board

As Secretary of the State Board of Education, the Commissioner of Education is responsible for the accurate recording and maintenance of State Board of Education meeting minutes. The Commissioner shall designate a staff member to act as the recording secretary to record minutes during the meetings of the Board, record votes and print the minutes for dissemination.

The Commissioner shall ensure that minutes record accurately attendance of the Board members, meeting participants, times and dates, motions and votes, and other actions of the Board as required by statute.

Whenever required for the purposes of clarity, minutes shall include attachments of proposed documents and/or notations that clarify all actions of the Board. In addition to the minutes, the Department shall also permanently retain in its records a copy of the meeting agenda, support materials, and items distributed at the meeting.


 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B15</p>	<p>2 of 2</p>
<p>State Board Bylaw B15 Board Minutes</p>	<p>Created: 1980 Last Revised: 2006 Reviewed: 1984, 1995, 2001, 2003, 2006, 2013, 2017, <u>2021</u> Approved: 09/07/2006</p>	

Board Action History

- 7/1/80 – Prior BCBH
(No copies available of prior version)
- 12/7/84 – Prior 9326 BOP
(Renumbered)
- 12/8/95 – Prior B15
(Renumbered)
- 2/2/01 – Prior B15
(Changed provision for member statements and added secretary section.)
- 10/3/03 – Prior B15
(Added website reference)
- 9/7/06 – B15
(Same Bylaw text)
- 3/3/2017 – B15
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S].)

Cross-References

- 84-1413 R.R.S. – Minutes.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Internal Policy Directive Number</p> <p>P5 (formerly D6)</p>	<p>Page Number</p> <p>1 of 1</p>
<p>State Board Internal Policy P5 (formerly D6)</p> <p>Contracts, Grants and Purchases</p>	<p>Created: 1976 Reviewed: 1984, 1995, 2006, 2016, 2017, <u>2021</u> Approved: 09/08/2017</p>	

The State Board shall review and approve contracts and purchase of \$50,000 or more. The Board shall also review and approve the submission, receipt, or distribution of grants of \$50,000 or more.

Each month the Commissioner of Education shall provide the Board with a list of contracts and grants between \$10,000 and less than \$50,000 approved the preceding month. The Commissioner shall periodically provide the Board with a list of contracts and grants less than \$10,000.


Any federally-funded grants with a formula-based distribution to the Nebraska Department of Education or its sub-recipients are excluded from these requirements.

Board Action History

- 12/10/76 – Prior DFF
((\$10,000 or more Board approval and less than \$10,000 periodic list from Commissioner)
- 12/7/84 – Prior 3324.1 DO
(SAME)
- 12/8/95 – Prior D6
(SAME)
- 9/7/06 – D6
(Board approval increased to \$25,000 and added monthly list of \$10,000 to \$25,000)
- 12/2/2016 – D6
(Board approval increased to \$50,000 and added monthly list of \$10,000 to \$50,000)
- 03/03/2017 – D6(P5)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D6 is now P5)
- 09/08/2017 – P5
(New language opens submission to the Board of their approval or review of all grants issued by NDE except for those federally funded and have a regulated formula component to awarding them to the sub recipients.)

Cross-References

- 79-301 R.R.S.
- 79-305 R.R.S.
- 79-306 R.R.S.
- 79-318 R.R.S.
- 79-319 R.R.S.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Internal Policy Directive Number</p> <p>P11 (formerly G22)</p>	<p>Page Number</p> <p>1 of 3</p>
<p>State Board Internal Policy P11 (formerly G22)</p> <p>Data Access and Use</p>	<p>Created: 11/3/2010 Reviewed: 2013, 2017, <u>2021</u> Approved: 09/08/2017</p>	

State Board Policy on Data Access and Use


Pursuant to the Nebraska public records laws, the Nebraska Department of Education (NDE) will provide access to or copies of NDE records upon written request, unless the records are specifically required to be kept confidential or the records are permitted to be kept confidential and the NDE chooses to withhold them. [Neb. Rev. Stat. 84-712 through 84-712.09]

Pursuant to the federal Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA) and implementing regulations, the NDE will provide access to education records it maintains relating to an individual student to the student’s parents or to the student if he or she qualifies as an “eligible student” under the Act. Access to such records will not be provided to others without the consent of the student’s parents or of the eligible student, except as provided below.

The NDE may disclose information from students’ education records if the information is not personally identifiable; for example, if the information is in aggregate form and appropriately masked. The NDE may disclose personally identifiable information from student records without the consent of a parent, guardian or eligible student permitted by FERPA and/or the IDEA subject to all other applicable privacy laws. [20 U.S.C. 1232g and 34 C.F.R. 99.]

Pursuant to Neb. Rev. Stat. 79-776 and the Memorandum of Understanding approved by the State Board on July 8, 2010, between the Nebraska Department of Education, the University of Nebraska, the Nebraska State Colleges, and the Nebraska Community Colleges; the NDE will share individual student data with these entities for the purposes of evaluation of and research related to public prekindergarten, elementary, secondary and postsecondary education to improve education in Nebraska to the extent and in the manner permitted by FERPA, subject to all other applicable privacy laws. In addition, Neb. Rev. Stat. 79-2,104(4) provides that whenever applicable law permits the sharing of student data, records and information amongst one another, then each school district, ESU, and learning community shall comply and that the State Board shall promulgate regulations to require this uniform sharing amongst districts, ESUs, learning communities and NDE. The State Board adopted NDE Rule 6, “Regulations and Standards for Uniform Sharing of Student Data, Records and Information,” which first became effective 11/04/2014. The State Board provided that compliance with this Rule is a condition of continuing accreditation under NDE Rule 10 (for school districts) and Rule 84 (for ESUs).

When publicly disclosing aggregate data, the NDE will protect the confidentiality of all individuals’ information by, at a minimum, masking data cells containing fewer than 10 individuals or 100% of individuals (except as may be otherwise provided or allowed by law, regulation or interpretation of the United States Department of Education).

 Nebraska Department of Education Policy and Reference Manual	Internal Policy Directive Number P11 (formerly G22)	2 of 3
State Board Internal Policy P11 (formerly G22) Data Access and Use	Created: 11/3/2010 Reviewed: 2013, 2017, <u>2021</u> Approved: 09/08/2017	

The State Board does believe that, to the extent permitted by and in accordance with all requirements of law and regulation, NDE should share student data, including when appropriate personally identifiable student information, with other public agencies and non-governmental entities when it determines such entities are conducting useful studies for or on behalf of educational agencies or institutions to (i) develop, validate or administer predictive tests; (ii) administer student aid programs; or (iii) improve instruction in Nebraska.

Individuals' social security numbers will be collected and maintained only as permitted by Section 7 of the federal Privacy Act. [5 U.S.C. 552a (note)]

Information on students with disabilities will be maintained and protected as required by the Individuals with Disabilities Education Act and implementing regulations. [20 U.S.C. 1412(a) (8) and 1417(c), and 34 C.F.R. 300.123 and 34 C.F.R. 300.610 to 300.627]

Information on eligibility for free and reduced price meals or free milk (poverty information) will be maintained and protected as required by the federal National School Lunch Act and implementing regulations. [42 U.S.C. 1758 and 7 C.F.R. 245.8]

Records containing personal information regarding Vocational Rehabilitation (VR) Program clients and applicants for services shall be protected, used and maintained in accordance with federal VR program regulations, include 34 C.F.R. 361.38. Similarly, the Disabilities Determinations Service (DDS) office and the Assistive Technology Partnership (ATP) program shall comply with all requirements regarding confidentiality, use and access to personal information concerning clients and consumers.

Board Action History

- New Policy 11/3/2010
- 1/7/2014 – G22
Reaffirmed by State Board of Education
- 03/03/2017 – G22 (P11)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. G22 is now P11
- 09/08/2017 – P11
(Added more specific language regarding how NDE should handle personally identifiable information regarding students that NDE may possess and come into contact with.)

<p style="text-align: center;">of Education Policy and Reference Manual</p>	<p style="text-align: center;">Internal Policy Directive Number</p> <p style="text-align: center;">P11 (formerly G22)</p>	<p style="text-align: center;">3 of 3</p>
<p style="text-align: center;">State Board Internal Policy P11 (formerly G22)</p> <p style="text-align: center;">Data Access and Use</p>	<p>Created: 11/3/2010 Reviewed: 2013, 2017, <u>2021</u> Approved: 09/08/2017</p>	

Cross-References

- 84-712 through 84-712.09 R.R.S.
- 20 U.S.C. 1232g
- 34 C.F.R. 99
- 79-776 R.R.S.
- 79-2,104(4) R.R.S.
- 5 U.S.C. 552a
- 20 U.S.C. 1412(a) (8) and 1417(c)
- 34 C.F.R. 300.123
- 34 C.F.R. 300.610 to 300.627
- 42 U.S.C. 1758
- 7 C.F.R. 245.8
- 34 C.F.R. Part 361

NEBRASKA STATE BOARD OF EDUCATION
2021-2022 LEGISLATIVE AND REGULATORY PRIORITIES
ADOPTED 10/2/20

The foundation for the Nebraska State Board of Education 2021-2022 Legislative and Regulatory Priorities aligns with the Nebraska State Board of Education’s Strategic Vision and Direction.

The 2017-2026 Nebraska State Board of Education’s Strategic Vision and Direction describes multiple roles assumed by the Nebraska Department of Education (NDE) in carrying out the complex work of supporting a state education system. These roles include Champion, Regulator, Capacity Builder, Connector, and Change Agent. NDE will lead for educational equity through intentional and data-informed operationalization of these agency roles. Because of the NDE commitment to leading educational equity intentionally and through multiple agency roles, districts and educational partners will be better equipped to advance educational equity, and increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life. The following themes frame the Legislative Priorities.

LEGISLATIVE PRIORITIES

Behavioral and Mental Health

The State Board supports policy that ensures there are sufficient and equitable services for behavioral and mental health needs for all Nebraskans. The State Board supports and advocates for efforts to ensure a solid system of care is developed statewide and will support legislation and appropriations for:

- Investment and coordination of behavioral and mental health supports through DHHS, regional public health districts, school districts, ESUs, and non-profit organizations
- Incentives for entry into fields of counseling and social work for children and families
- School districts in professional development for trauma informed practices
- Systems of support for teachers and practitioners as they deal with trauma
- Coordinate behavioral and mental health efforts between and among partners and break down barriers to information and resources sharing
- Coordinated school health including a specialist at the NDE to provide assistance to schools and communities
- Investment and coordination of social and emotional supports for youth that have been impacted by isolation and other traumas during the COVID-19 pandemic

Early Childhood Education

The State Board supports policy that promotes high quality early childhood experiences. The Board supports legislation that changes statutes that would address the equitable access to early childhood opportunities that:

- Allow flexibility in PreK early childhood laws to allow 5 year olds to attend PreK if it is determined by parents, school officials, program funding, based on the best developmental interest of the child
- Establish and ensure local funding is allowed to expand capacity of local programs through laws and regulation that allow local school districts to meet full requirements under the law

**NEBRASKA STATE BOARD OF EDUCATION
2021-2022 LEGISLATIVE AND REGULATORY PRIORITIES
ADOPTED 10/2/20**

Equitable and Value Added and Alignment of Services and Supports

The State Board supports policy that scales certain services and supports at the regional and statewide levels that will equitably serve schools across the state. The value-added proposition of such services and supports should be in alignment with partner entities including ESUs, school districts, and other educational and human services partners. The Board supports legislation that:

- Secures appropriations to create a digital content repository to provide equitable access to high quality digital content efficiently and effectively to all Nebraska students
- Secures state resource investment in personal learning plans, student engagement, and climate surveys
- Ensures ESU core services meet the needs of member school districts in an efficient and effective manner
- Supports implementation of the Reading Improvement Act, secures appropriations for a specialist at the NDE and to scale up evidence-based assessments, interventions, and strategies on early literacy to ensure students are on grade level in reading
- Secures appropriations for specialists at the NDE to scale up improvement and turnaround efforts to ensure priority schools are increasing student achievement

School Finance and School Organization

The State Board supports policy that promotes a stable, reliable, and equitable system of funding that addresses both the equity of available funding for schools, as well as the equity of burden on taxpayers.

School Safety

The State Board supports policy that sets standards and promotes partnerships with other state and local level organizations for safe school environments. The Board supports legislation that:

- Addresses coordination and sharing of information and resources that address issues pertaining to school security and safety
- Dedicates resources to school safety

Workforce Development

The State Board supports policy that promotes workforce development activities within the PK-12 school system. The State Board supports legislation and appropriations for:

- Expanded resources for reVision to further develop business, community and school linkages at a local level and support statewide efforts with Economic Development, Labor, and other agencies
- Resources for Nebraska Career Connections as part of the personal learning plan and scaled services for college, career, and civic readiness
- Expanded use of the ACT and assessment products that would better inform and prepare students about career opportunities
- Expanded access to dual credit with colleges and efforts that improve the number of career and technical educational opportunities for students in elementary, middle, and high school
- Expand value added resources to support Career Academies

**NEBRASKA STATE BOARD OF EDUCATION
2021-2022 LEGISLATIVE AND REGULATORY PRIORITIES
ADOPTED 10/2/20**

REGULATORY PRIORITIES

Approval, Accreditation, and Accountability

The State Board supports policy that continues to connect a well-aligned approval, accreditation, and accountability ~~and accreditation~~ system for schools in Nebraska. The State Board respects the Legislature's support for the development of a well-aligned system of approval, accreditation, and accountability ~~and accreditation~~. The State Board continues to review and refine accreditation strategies to better identify and support the schools most in need of improvement. Areas of Regulatory focus by the Board include:

- Defining the role of the State Board and the NDE when priority schools are not making progress
- Expanding a level of flexibility and innovation in processes for accreditation

College, Career, and Civic Readiness

The State Board supports policy that promotes civic engagement to ensure that students are prepared for postsecondary education, career, and civic opportunities. The State Board supports regulations that includes a comprehensive approach to defining and measuring civic readiness aligned to Social Studies Standards adopted under Quality Education Accountability Act.

Educator Preparation and Certification

The State Board supports policy that ensures students have access to qualified, credentialed, and effective educators throughout their learning experiences. As such, the State Board of Education is engaged in regulatory changes in the following areas:

- Alternate and non-traditional certification paths for educators consistent with Nebraska's high expectation for effective educators
- Consideration of reciprocity with and between states that remove barriers for educators entering the State of Nebraska to teach with minimal additional requirements
- 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
- Shifting from multicultural content minimums to capacity for respect of the multiple cultures with an equity perspective



STATE BOARD OF EDUCATION
AQuESTT Teaching, Learning and Serving Domain COMMITTEE REPORT

Date: August 5, 2021

The Committee on Teaching, Learning and Serving reports on two action items and three discussion items.

The Committee reviewed the list of submissions of Affidavit of Closure of Attendance Centers and recommends approval of this item today.

Second, the Committee reviewed the proposed revisions to Rule 24, Regulations for Certificate Endorsements and recommends approval of this item today.

In terms of discussion items, the Committee received information from NDE staff on the English Language Arts standards revision process, the Health Education standards process, and the timeline for the approval, accreditation, and accountability rule adoption timeline. The Health Education standards is on the agenda for tomorrow for discussion and the other two items are on today's agenda for discussion by the board.

This concludes the Teaching, Learning and Serving Committee report.

Lisa Fricke, Chair

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



PROPOSED AGENDA ITEM RATIONALE

DATE: August 6, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Don Loseke, Accreditation Director, Office of Accountability, Accreditation & Program Approval

PROPOSED AGENDA ITEM: Accept the list of submissions of Affidavit of Closure of Attendance Centers 2020-2021 filed under the waiver provisions contained in State Statute 79-213 R.R.S.

RATIONALE/BACKGROUND INFORMATION: School districts and systems that were unable to meet instructional hour requirements as outlined in State Statute 79-211 R.R.S. due to the pandemic have submitted an affidavit of closure for the 2020-2021 school year, as allowed for in State Statute 79-213 R.R.S.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2021

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

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

Affidavit Submissions for 2020-2021

20 Public School Districts

Banner County Public Schools
Blair Community Schools
Broken Bow Public Schools
Columbus Public Schools
Conestoga Public Schools
Elm Creek Public Schools
Fairbury Public Schools
Fort Calhoun Community Schools
Gibbon Public Schools
Lincoln Public Schools
Louisville Public Schools
Millard Public Schools
Norris School District 160
North Platte Public Schools
Ogallala Public Schools
Plattsmouth Community Schools
Ralston Public Schools
Santee Community School
South Sioux City Community Schools
Waverly School District 145

8 Nonpublic Accredited School Systems

All Saints Catholic Schools, Omaha
Daniel J Gross High School, Bellevue
Holy Cross Catholic School, Omaha
Holy Name School, Omaha
Roncalli Catholic High School, Omaha
Sacred Heart Elementary School, Omaha
Skutt Catholic High School, Omaha
St Pius X/St Leo Elementary, Omaha

3 Nonpublic Approved School Systems

Emmanuel-Faith Lutheran School, York
Heartland Lutheran High School, Grand Island
Omaha Street School, Omaha



PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Brad Dirksen, Administrator, and Kelly Heineke, Director Accreditation, Accountability and Program Approval

PROPOSED AGENDA ITEM: Adopt proposed revisions to Rule 24 (92 NAC 24) *Regulations for Certificate Endorsements*.

RATIONALE/BACKGROUND INFORMATION: Revised annually, the most current version of Rule 24 became effective on November 9, 2020. Changes are being proposed that update the Rule in several areas. These changes have been discussed with the Nebraska Council on Teacher Education.

Rule 24 addresses the regulations for certificate endorsements. Changes being proposed include: (1) clarification of the principal endorsement language, (2) clarification of the elementary education endorsement language, (3) updating the social studies endorsement to reflect the Nebraska social studies standards, (4) updating the world language endorsement to reflect the Nebraska world language standards, as well as providing more options, in addition to Praxis II, for demonstration of mastery, (5) updating the school librarian endorsement to reflect current terminology, (6) Eliminating the anthropology endorsement, (7) cleaning up language, aligning definitions, and other rule maintenance, and (8) changes to several Praxis exam numbers and pass rates.

A more detailed summary of changes/rationale will be provided as support material.

PROPOSED BOARD MEETING (MONTH/YEAR):

August 2021

ESTIMATED COST:

N/A

Summary of Changes to Rule 24

004.04 Provisional Special Education

- Replacing “Provisional Special Education” with “Interim Special Education” because according to federal law “in order to be considered qualified, the state shall ensure that each person employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school has not had special education certification or licensure requirements waived on an emergency, temporary, or **provisional** basis”. Use of the word “provisional” in the title has caused confusion about this endorsement so the language is being adjusted.

005.02 Principal

- The grade level was changed from 7-12 to 6-12
- Certification Endorsement Requirements: Language changed to remove confusion and create greater clarity around the number of graduate semester hours and clock hours for internship/field experiences required for the different endorsement grade bands offered.

006.05 Anthropology

- Anthropology was deleted as an endorsement that can be added. This endorsement is only for individuals who already hold this endorsement or are recommended for the endorsement by standard institutions of higher education prior to August 1, 2021. Nebraska institutions will not be able to recommend this endorsement for placement on teaching certificates after August 1, 2021.

006.19 Economics, 006.25 Geography, 006.31 History, 006.41 Political Science, 006.42 Psychology and 006.56 Sociology

- The Grade Level was changed from 7-12 to 6-12.
- Certification Endorsement Requirements: These endorsements require a minimum of 36 semester hours including 30 hours in the endorsement area (for example, economics, geography, etc...) and six (6) semester hours in one or more of the social studies areas (Economics, Geography, History, Political Science, Psychology, and Sociology). Note: Anthropology has been removed as one of the social studies areas.

006.20 Elementary Education:

- Certification Endorsement Requirements: Language changed to remove confusion and create greater clarity. Language was removed to avoid duplication of coursework already addressed in Rule 20. Academic coursework language streamlined to remove coursework language not directly related to academic coursework.

006.48 School Librarian

- Language was revised to include/reflect current verbiage.

006.55 Social Studies

- The Grade Level was changed from 7-12 to 6-12.
- Language and endorsement requirements were revised to include/reflect the Nebraska Standards.
- Anthropology will no longer be offered as a course of study to meet the program requirements.
- Certification Endorsement Requirements revision include: 60 hours total still required; however the hours have been redistributed as such:
 - Requiring 12 hours (formerly 9 hours) of study in American History, with 3 hours of Diversity course work.
 - Requiring 12 hours (formerly 9 hours) of study in World History, with 3 hours of Diversity course work.
 - Requiring 9 hours (formerly 6 hours) of study in Political Science/Government/Civics course work.
 - Requiring 9 hours in (formerly 6 hours) Behavioral Sciences with 6 hours in Psychology and 3 hours in Sociology course work.
 - Requiring 9 hours (formerly 6 hours) in Geography with 3 hours of Human Geography, and 6 hours of Geography electives.
 - Requiring 9 hours (formerly 6 hours) in Economics, with 3 hours in Microeconomics, 3 hours in Macroeconomics and 3 hours of Economics electives.
 - Requiring 3 hours of the required Social Studies course work to be directly related to topics of study specific to the state/region of Nebraska.
- Definition of Diversity added to the Rule to reflect the diversity coursework requirement.

006.72 World Language

- The Grade Levels were changed from K-8, 7-12, K-12 to K-8, 6-12, K-12
- Language and endorsement requirements were revised to include/reflect the Nebraska Standards.
- Increase in the number of hours, from-15 to 30, that institutions may waive for a candidate to demonstrate proficiency in the language of the endorsement being sought.
- Testing options, in addition to Praxis II, were expanded to include:
 - The Oral Proficiency Interview (OPI) at Advanced-Low level of proficiency in western languages and at the Intermediate-High level for non-western and classical languages.
or
 - The Common European Framework of Reference for Languages (CEFR) at C1 level for western languages and B2 for non-western languages.

Appendix C – Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

- Appendix C was updated to include the new *Praxis* tests and test scores.



TO: Pete Ricketts,
Governor of Nebraska

FROM: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

DATE: August 9, 2021

SUBJECT: **Explanatory Statement** and **Report** of the proposed revisions to Title 92,
Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

Attached for your review is a copy of Title 92, **Nebraska Administrative Code**, Chapter 24, *Regulations for Certificate Endorsements*. This Rule was adopted by the State Board of Education on August 6, 2021, following a public hearing on July 7, 2021. The hearing was held virtually via ZOOM. The Hearing Officer's report is attached. **No changes were made to the original hearing draft.**

IN ADDITION TO THAT PREVIOUSLY PROVIDED PURSUANT TO **NEB. REV. STAT.**, SECTION 84-907.09, THE FOLLOWING INFORMATION IS PROVIDED:

1. **A SHORT DESCRIPTION OF THE MAJOR AND SUBSTANTIVE PROVISIONS OF THE RULE.**

Rule 24 provides regulations for obtaining endorsements indicating grade levels and areas of specialization on Nebraska teaching, administrative, and special services certificates or permits as required by Sections 79-808 and 79-809 of the **Nebraska Revised Statutes** (R.R.S.).

2. **A DESCRIPTION OF THE NEED FOR THE PROPOSED CHAPTER OR AMENDMENT, AND A DESCRIPTION OF THE EFFECTS IT WILL HAVE IF PROMULGATED.**

The revisions to rule 24 update the requirements for a portion of the educator certificate endorsements to ensure high quality educators for students. Endorsements are reviewed and updated on a routine basis. The revisions will also bring Nebraska in compliance with federal special education law.

The proposed revisions to Rule 24 is to incorporate changes to certificate endorsement requirements.

3. **A DESCRIPTION OF THE CLASSES OF PERSONS WHO MAY BE AFFECTED BY THE PROPOSED CHAPTER, AND HOW THEY MAY BE AFFECTED. THIS SHOULD BE INCLUDED EVEN IF THE AFFECTED PERSONS DID NOT**

APPEAR AT THE HEARING.

All Nebraskans who plan to acquire a Nebraska teaching, administrative, and special services certificate or permit as well as Standard Institutions of Higher Education as they will need to revise their programs to be consistent with the requirements of Rule 24.

4. **IDENTIFY GROUPS WHICH HAVE COMMENTED ON THE REGULATIONS OR HAVE OTHERWISE EXPRESSED AN INTEREST IN THE PROPOSED CHAPTER. GIVE A BRIEF DESCRIPTION OF THEIR MAJOR COMMENTS.**

All proposed revisions were a collaborative effort with the institutions of higher education that prepare educators, and the Nebraska Council on Teacher Education, which is the advisory body to the State Board of Education on matters concerning teacher education and teacher certification. No member of the public provided oral or written testimony at the public hearing.

5. **A DESCRIPTION OF THE FISCAL IMPACT THE CHAPTER WILL HAVE ON STATE GOVERNMENT, AND THOSE BEING REGULATED.**

The fiscal impact on the Nebraska Department of Education is approximately \$650 for filing of a public hearing notice and printing of the rule once adopted. There is no fiscal impact on K-12 school districts. Standard Institutions of Higher Education must revise their programs to be consistent with the requirements in Rule 24; however, their programs are reviewed and revised regularly so there is no significant fiscal impact.

6. **IF THE PROPOSED CHAPTER IS REQUIRED BY, OR IS IN RESPONSE TO FEDERAL OR STATE LAW, OR COURT DECISIONS, ATTACH A COPY OF THE RELEVANT PORTIONS OF THE LAW OR DECISIONS.**

The Rule was developed pursuant to the requirements of state statute 79-808 R.R.S..

7. **IF THE CHAPTER RELATES TO AN ISSUE OF UNIQUE INTEREST TO A SPECIFIC GEOGRAPHIC AREA, STATE THE REASONS.**

All Nebraskans who elect to acquire a Nebraska teaching, administrative, and special services certificate or permit are affected.

8. **INCLUDE THE NAME AND PHONE NUMBER OF A PERSON IN THE DEPARTMENT WHO WOULD BE ABLE TO ANSWER QUESTIONS CONCERNING THE CHAPTER.**

Kelly Heineke, Director of Educator Preparation Program Approval
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: 402.312.4432

9. **LOCATION OF HEARING.**

On July 7, 2021, Scott Summers, the appointed Nebraska Department of Education Hearing Officer, conducted the hearing for Rule 24 via a virtual hearing conducted through ZOOM.

Attachments

cc: Executive Board of the Legislative Council

DRAFT

TITLE 92 – NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 24 – CERTIFICATE ENDORSEMENTS

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TITLE 92 – NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 24 – CERTIFICATE ENDORSEMENTS

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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, 2021](#))
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

TITLE 92 – NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 24 – CERTIFICATE ENDORSEMENTS

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
Appendix B: Affirmation of Eligibility Form
Appendix C: Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

TITLE 92
CHAPTER 24

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, 2021~~0~~. 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

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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 Diversity courses are defined as courses that focus on students being able to demonstrate a knowledge and an understanding of marginalized and underrepresented groups and/or individuals.

003.124 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.

003.132 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.

003.143 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.

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~~003.154~~ 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.

~~003.165~~ 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.

~~003.176~~ Passing Score means a scaled score on a Praxis Subject Assessment Series or School Leadership Series subject content test as established by the Department.

~~003.187~~ Practicum means a field experience completed prior to a culminating supervised clinical practice.

~~003.198~~ Prekindergarten means the preschool years for children beginning at age 3 prior to entering kindergarten.

~~003.2049~~ Regular Certificate means an initial, standard or professional certificate as defined in 92 NAC 21.

~~003.210~~ Semester Hour means the equivalent of 15 instructional class periods of 50 minutes or more. Credit hour has the same meaning as semester hour.

~~003.224~~ 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.

~~003.232~~ 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).

~~003.243~~ Subject (used as a descriptor of an endorsement) means a specific course or narrow range of courses taught and offered in a school.

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~~003.254-~~ 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.

003.265 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.

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This provisional endorsement cannot be renewed and will expire on August 31 of the third year following issuance.

004.04 ~~Interim Provisional~~ Special Education Endorsement. Individuals holding a regular Nebraska certificate may apply to add an interim 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.

004.04A Each applicant for an interim 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 interim 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 interim 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 an interim 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

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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 ~~Interim 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.

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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 ~~6~~-12

005.02B Endorsement Type: Field/Administrative

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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 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

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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.

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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:

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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

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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.

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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, 2021. Nebraska institutions will not be able to recommend this endorsement for placement on a certificate after August 1, 2021.

~~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~~

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~~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

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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.

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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

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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

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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

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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

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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

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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: ~~6~~7-12

006.19B Endorsement Type: Subject

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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 ~~sciences~~ studies areas (Geography, History, Political Science, Psychology, and ~~for 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 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~~

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~~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 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 and humanities; and;~~

~~006.20D3b Health and Wellness.~~

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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.

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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.

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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

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006.25A Grade Levels: ~~6~~-12

006.25B Endorsement Type: Subject

006.25C Persons with this endorsement may teach geography in grades ~~6~~ 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 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.

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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.

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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

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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

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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

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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 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

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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

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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 ~~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, 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.

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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

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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.

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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: ~~6~~-12

006.41B Endorsement Type: Subject

006.41C Persons with this endorsement may teach political science in grades ~~6~~ 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).

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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: ~~6~~-12

006.42B Endorsement Type: Subject

006.42C Persons with this endorsement may teach psychology in grades ~~6~~ 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 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.

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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.

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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).

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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 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.

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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 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.

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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

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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

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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.

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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.

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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

006.55B Endorsement Type: Field

006.55C Persons with this endorsement may teach any social studies sciences course in grades ~~6~~ 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, including three (3) hours Diversity course work specific to American History; and

006.55D2 Twelve (12) hours in World History, including three (3) hours Diversity course work specific to 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 hours of the required social studies course work must be directly related to the study of topics specific to the state/region of Nebraska.

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~~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: ~~6~~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 applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

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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

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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

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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.

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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

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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

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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.

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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, ~~6~~7-12, 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

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~~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 provided in Appendix C. 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 in Appendix C, institutions 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.~~

~~006.72FE 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.~~

~~006.72GE 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. If an assessment for a specific language is not identified within this Chapter, an Institution of Higher Education may still recommend this endorsement with written documentation as to how they validated a student's proficiency.~~

~~World Language proficiency will be validated with a passing score on one of the following assessments appropriate to the language of study.~~

~~Praxis 5665 Chinese (Mandarin): World Language 164~~

~~Praxis 5174 French: World Language 162~~

~~Praxis 5183 German: World Language 163~~

~~Praxis 5601 Latin 155~~

~~Praxis 5195 Spanish: World Language 156~~

or

The Oral Proficiency Interview (OPI) at Advanced-Low level of proficiency in western languages and at the Intermediate-High level for non-western and classical languages.

or

The Common European Framework of Reference for Languages (CEFR) at C1 level for western languages and B2 for non-western languages.

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	

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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: <ul style="list-style-type: none">• 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.• <u>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.</u>	
Signature of Applicant** _____	Date _____
<small>**Signature must be the same as on the Application for a Nebraska Certificate form.</small>	
<small>*The requirement that a certificate applicant provide his/her social security number is contained in <i>Neb. Rev. Stat.</i> 79-810. The uses that will be made of this number are <u>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.</u></small>	

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 54121 Educational Leadership Administration and Supervision (ELAS)	146 145
Special Education Supervisor	Praxis 54121 Educational Leadership Administration and Supervision (ELAS) <i>(Effective 9/1/18)</i>	146 145
Superintendent	Praxis 6991 School Leadership 6021 School Superintendent Assessment (SSA) --Praxis 6021 (SSA) accepted through Aug. 21, 2021	162 152 152
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 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

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Mathematics	<u>Praxis 5165 Mathematics</u> <u>**(New Test Available Sept. 2021)</u> Praxis 5161 Mathematics: Content Knowledge <u>**(Available through August 2022)</u>	<u>160</u> 146
Middle Level English Language Arts	Praxis 5047 Middle School: English Language Arts (or)	164
Middle Level Mathematics	<u>Praxis 5164 Middle School Mathematics</u> <u>**(New Test Available Sept. 2021)</u> (or) Praxis 5169 Middle School: Mathematics <u>**(Available through August 2022)</u>	<u>165</u> 157
Middle Level Science	Praxis 544 20 Middle School: Science	15 20
Middle Level Social <u>Studies Science</u>	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 530 21 Reading Specialist	16 54
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 <u>Studies Science</u>	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



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 26, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Cory Epler, Ph.D.
Academic Officer

Marissa Payzant, Ed.D.
English Language Arts Education Specialist

PROPOSED AGENDA ITEM:

Discussion Item: Nebraska's College & Career Ready Standards for English Language Arts

RATIONALE/BACKGROUND INFORMATION:

Nebraska Revised Statute 79-760.01 requires the State Board of Education to develop a plan to review and update standards for reading, writing, mathematics, science, and social studies every seven years. A group of Nebraska educators, led by the Nebraska Department of Education, is working to revise the 2014 standards, "Nebraska's College and Career Ready Standards for English Language Arts." These standards create the framework for English Language Arts instruction in Nebraska.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2021

Nebraska's College and Career Ready Standards for English Language Arts Revision Overview

Nebraska Revised Statute [79-760.01](#) requires the State Board of Education to “develop a plan to review and update standards for reading, writing, mathematics, science, and social studies” every seven years. Content area standards that are measurable, appropriately rigorous, and scaffolded become the framework for locally determined curricula. Guided by local and national resources, including an [evaluation of state standards](#) by the Fordham Institute (2018), a group of Nebraska educators is working to revise the 2014 English Language Arts (ELA) standards, “[Nebraska's College and Career Ready Standards for English Language Arts](#).”

The standards revision process began in the Spring of 2020 with Public Input Survey #1 (Appendix 1). The survey was disseminated through the Nebraska Department of Education (NDE) website and directly to groups including the Nebraska English Language Arts Literacy Cadre, the Nebraska MTSS network, District Assessment Contacts, and District Curriculum Contacts. The survey was also sent to state and national literacy experts identified by the NDE's ELA and Reading Specialists. State literacy experts are individuals with specialized training in literacy and who work closely and extensively with Nebraska educators. Likewise, the identified national literacy experts have previously collaborated with both NDE and Nebraska educators as well as conducted and published literacy research.

Public Input Survey #1 sought feedback on the 2014 ELA standards including the content of the standards, or the knowledge and skills students are expected to learn, and the rigor, or cognitive complexity, of the standards. The questions were organized into four grade bands—K-2, 3-5, 6-8, and 9-12, respectively, and responses were made either individually or in groups (i.e. ESU staff developers, a school ELA department, etc.). The survey was open from March 2, 2020 through October 6, 2020 and received a total of 1,068 responses. The majority of respondents identified as educators (e.g. Pre-K-12 educators, school or district administrators, postsecondary education representatives) followed by parents and business/industry representatives.

Next, Nebraska literacy leaders identified Nebraska educators as potential writers for the standards revision. The potential writers were to have ELA teaching experience, possess knowledge of standards and curriculum, and represent elementary schools, middle schools, and high schools. Nominees completed an application and the NDE collected information to ensure writers represented geographic locations across the state (i.e. rural, urban, and suburban districts), various grade levels from Pre-K to post-secondary, public and non-public schools, content area expertise (i.e. math, science, social studies, ELA), and ESU regions. Writers were selected by the NDE's ELA and Reading Specialists. The teams were organized according to the individuals' areas of expertise, and they convened virtually between November 2020 – March 2021 to review current standards, consider public input, and identify recommended revisions.

In late March and early April 2021, Subject Matter Experts (SMEs) identified by members of the writing teams and NDE content area specialists reviewed possible revisions. The SMEs have specialized knowledge in literacy, content area standards, and understanding of how literacy instruction impacts their respective contexts. For example, an alternative school program director was invited to review

the standards and offer perspective on how they might affect teaching and learning in his unique context. A series of virtual meetings was conducted in April 2021 in which drafts of recommended revisions were shared with the SMEs and additional feedback collected. In April and May 2021, members of the writing teams continued to incorporate further recommendations into the working draft.

The process described above resulted in the following recommended revisions to the 2014 ELA standards (Table 1). While the current (2014) standards reflect the teaching and learning implications of these revisions, the writing teams provided clarity and rigor as guided by stakeholder and SME feedback.

Following a public release of Draft #1 on June 16, 2020, Public Input Survey #2 will open to collect feedback on the proposed draft. The survey will remain open from June 16, 2021 through July 7, 2021 (three weeks), and the feedback collected will be used to develop Draft #2. Additional input feedback can be shared via the ELA Standards Input Email (nde.elastandardsinput@nebraska.gov). The anticipated approval date for the standards is September 2021.

Table 1

Nebraska's College and Career Ready Standards for English Language Arts Recommended Revisions

Recommendation	Rationale
Reorganization of reading types into Prose and Poetry—Informational Text types	Based on feedback from teachers and other stakeholders, and how other state standards have addressed the need to differentiate between text types, the revised standards will include side-by-side indicators for Prose and Poetry and Informational/Expository text types.
Addition of K-12 Text Complexity Standard	The current Reading Comprehension standard (LA K-12.1.6) refers to students comprehending <i>grade-level</i> literary and informational texts, however, is without clear guidance on the measures of text complexity within a grade or grade band. Current standards also do not demonstrate how the complexity of text should increase across the grades. The 2009 reading framework for the National Assessment of Educational Progress (NAEP) and the 2006 <i>study Reading Between the Lines: What the ACT Reveals About College Readiness in Reading</i> both underscore the need for students to read a range of increasingly complex literary and informational texts to achieve college and career readiness.
Re-organization of writing strands	The current Writing Mode standard (LA K-12.2.2.a), <i>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes...</i> does not progress in rigor through the grades, nor does it provide characteristics or purposes of each. Survey data indicated the need to provide specificity in how students build knowledge and skills to communicate proficiently in each of these modes across the grades.
Language revisions	Survey data indicated that because the current standards do not provide a clear roadmap for developmentally appropriate skills related to grammar, usage, and mechanics, students do not experience a coherent K-12 learning experience. The writing teams wrote indicators to address essential skills at each grade level.
Embedding of Multiple Literacies	The current ELA standards provide a 2-strand sequence of grade-level standards and indicators related to digital citizenship and information fluency. Because these skills are realized in the context of reading and writing, the indicators are now embedded accordingly.
Re-categorization of Speaking & Listening	A series of futuring panels with Nebraska business and industry leaders is ongoing. The panels are opportunities for Nebraska business and industry leaders to discuss competencies of prepared high school graduates entering the workforce. These discussions have revealed the need for stronger written and verbal communication skills. To that end, the Speaking and Listening standards have been re-categorized and more closely aligned to Nebraska's Career Readiness standards so that they may be adopted and used within other content areas.

The following educators contributed to the revision of Nebraska's College and Career Ready Standards for English Language Arts

Foundations of Reading	Eileen Barks, Professional Developer, ESU #2 Nancy Christensen, Associate Professor of Education, Midland University Megan Fiedler, Facilitator of Curriculum and Assessment, Archdiocese of Omaha Ann Foster, Elementary Curriculum Coordinator, Lexington Public Schools Miki Holbeck, Coordinator of Early Literacy, Omaha Public Schools Maria Roden, Teaching and Learning Consultant, Omaha Public Schools Kristin Weaver, 1 st Grade Teacher, Loomis Public School
K-5 Reading: Prose and Poetry	Sasha Cervantes, Dean of Students, Omaha Public Schools Susan Evans, Teaching and Learning Coordinator, ESU #10 Sarah Hogle, Literacy Teacher Leader, Lincoln Public Schools Amy Mundil, Teaching & Learning Specialist, ESU #1 Dawn Spurck, Instructional Facilitator, Papillion LaVista Community Schools
K-5 Reading: Informational Text	Bianca Ayala, K-5 EL Teacher, Grand Island Public Schools Janet Foss, Educational Consultant, ESU #3 Tiffany Lafrentz, Elementary Teaching and Learning Consultant, Omaha Public Schools Jennifer Lemke, Assistant Professor, University of Nebraska-Omaha Deb Rodenburg, Director of Elementary Curriculum, Papillion LaVista Community Schools Kendra Ross, Reading Specialist, Walthill Public School
K-5 Writing/Speaking & Listening	Mary Jo McElhose, NeMTSS Quality Assurance/Education Consultant, Nebraska Department of Education Julie Kozisek, Professor of Education, Doane University Lisa Oltman, K-6 ELA Curriculum Specialist, Lincoln Public Schools Tina Raymond, Instructional Coach, Papillion LaVista Community Schools Joni Runge, Professional Development, ESU #5 Linda Safranek, Reading Coordinator/Elementary ELA Co-chair, Westside Community Schools Jennifer Sandberg, Title I Teacher/Curriculum Director, Sutherland Public Schools Tammy Verba, Kindergarten Teacher, Grand Island Public Schools
K-12 Language (grammar, usage, mechanics)	Kathryn Beberniss, 6-8 ELA Teacher, Garden County Schools Brittney Bills, Curriculum Coordinator, Grand Island Public Schools Amy Pinney, ELA Teacher, Scottsbluff Public Schools Kaiya West, Secondary ELA Teacher, Mitchell Public Schools
6-12 Reading: Prose and Poetry	Kathleen Brodine, English Teacher, Kearney High School Sue Ellen Herdt, English Teacher, Scottsbluff Public Schools Claudine Kennicutt, Regional Lead, ESU #4 Jen Madison, Teaching & Learning Specialist, ESU #4
6-12 Reading: Informational Text	Angie Aguillo, 8 th Grade ELA Teacher, Scottsbluff Public Schools Shelley Erikson, Secondary ELA Teaching & Learning Consultant, Omaha Public Schools Ebony McKiver, Social Studies Specialist, Nebraska Department of Education Molly Orton, Literacy Teacher Leader, Lincoln Public Schools Monique Schwehm, 5 th Grade Teacher, Lincoln Public Schools Caryn Zietlow, Professional Developer, ESU #2
6-12 Writing/Speaking & Listening	Rae Carlson, 9-12 ELA Teacher, Niobrara Public Schools Melissa Frans, Coordinator of High Ability Learning and Instructional Technology, Crete Public Schools Anne Hubbell, English Learner Specialist Title III, Nebraska Department of Education Julie Schik, ELA Lead Teacher, Omaha Public Schools Sara Zabrowski, Educational Consultant, ESU #3

The following subject matter experts were consulted on the content included in the revision of Nebraska's College and Career Ready Standards for English Language Arts.

- Anne Alston, Nebraska Arts Council
- Anita Archer, San Diego State University (ret).
- Gerald Beach, Midlands University
- Julie Bell, University of Nebraska at Omaha
- Robert Brooke, University of Nebraska at Lincoln
- Lane Carr, Nebraska Department of Education
- Nancy Coffey, Nebraska Dyslexia Association
- Chelsea Feusner, Kearney Public Schools
- Dave Gibbons, Schuyler Community Schools
- Kate Hatch, ESU #11
- Delayne Havlovic, Omaha Public Schools
- Jeremy Heneger, Nebraska Department of Education
- Vicki Kauffold, Omaha Archdiocese
- Kelly Kingsley, Peru State University
- Carrie Kracl, University of Nebraska at Kearney
- Kristine Luebbe, Nebraska Department of Education
- Becky Michael, Scottsbluff Public Schools
- Ethan Mitnick, Schoolkit Group
- Maria Oliveri, University of Nebraska at Omaha
- Deb Romanek, Nebraska Department of Education
- Lisa Roy, Buffett Early Childhood Institute
- Paul Timm, Nebraska Teacher of the Year
- Douglas Van Dine, Regional Education Laboratory
- Audrey Webb, Nebraska Department of Education
- Anthony Williams, Omaha Street School

NEBRASKA'S COLLEGE AND CAREER READY

STANDARDS FOR

ENGLISH LANGUAGE ARTS



GRADES K-12

NEBRASKA DEPARTMENT OF EDUCATION

To lead and support the preparation of all Nebraskans for earning, learning, and living.

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Introduction

The ability to use language for the pursuit of knowledge, for purposeful expression, and for active participation in civic life requires academic content standards that are clearly defined and increasingly rigorous across grade levels. The Nebraska English Language Arts standards encompass a wide range of essential skills in the areas of reading, writing, speaking, and listening. The standards, both individually and as an integrated whole, describe not only expectations for college, career, and civic readiness, but the 21st century literacies necessary for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for post-secondary and workforce demands.

Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations in a given content area and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. In order for effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The English Language Arts standards, written by teams of Nebraska educators and literacy experts, were developed with the following of indicators of quality:

Measurable. Standards provide benchmarks against which student progress toward learning goals can be measured.

Appropriately challenging. Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.

Connected. Student learning is most effective when it connects knowledge and skills to related topics and real-world applications.

Clearly worded. Content area standards must effectively communicate what students should know and be able to do.

Scaffolded. Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.

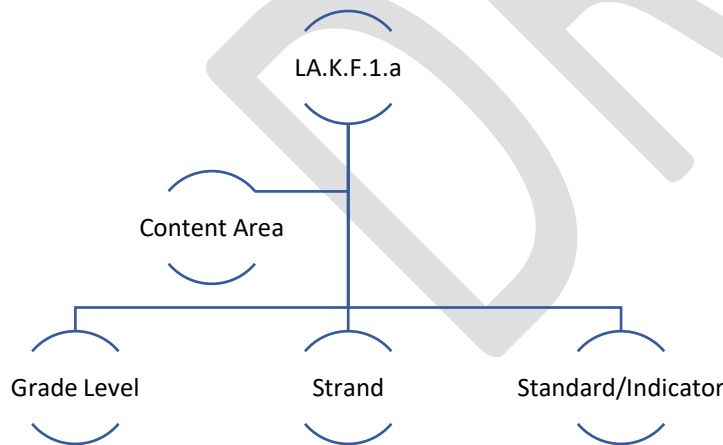
Specific. Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

DRAFT

English Language Arts Standards Design

Nebraska’s English Language Arts Standards reflect the tiered structure common across all Nebraska content area standards. Grade-level standards include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college and career readiness. Indicators further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction. In addition to standards and indicators, some of the Nebraska Standards for English Language Arts provide examples. The “e.g.” statements, where appropriate, provide guidance relative to topics that may be included in locally determined curriculum. These examples may be used to meet equitable learning expectations of the standards and indicators.

The revised 2021 Nebraska English Language Arts Standards are formatted to support educators in both vertical and grade-level instructional planning. Each strand—Foundations of Reading, Reading Comprehension, Foundations of Writing, Writing, and Speaking and Listening—is displayed in a spiraled, vertical progression with bolded language that indicates an increase in rigor. In addition to the vertical format, the standards are organized into grade levels with grades 9-10 and 11-12 banded.



English Language Arts Standards Strands

- F Foundations of Reading
- RP Reading Prose and Poetry
- RI Reading Informational Text
- SL Speaking & Listening
- FW Foundations of Writing
- W Writing
- V Vocabulary

Kindergarten Standards

Kindergarten Foundations of Reading	
Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.	
LA.K.F.1	<p>Demonstrate knowledge of the organization and basic concepts of print.</p> <ol style="list-style-type: none"> Identify all upper and lowercase letters of the alphabet in isolation and in connected text. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.
Phonological Awareness Demonstrate phonological awareness through oral activities.	
LA.K.F.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Segment and count spoken sentences into words. Recognize and begin to produce oral rhymes. Count, produce, and blend and segment spoken words into syllables and identify syllable parts. Add and delete syllables within spoken words. Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab). Identify, segment and blend phonemes in single-syllable spoken words. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.	
LA.K.F.3	<p>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels. Decode consonant-vowel-consonant (CVC) words. Encode consonant-vowel-consonant (CVC). Read high-frequency words with automaticity, (e.g. Fry or Dolch words) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.	

LA.K.F.4	Read grade-level texts with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Recognize upper and lowercase letters automatically and accurately. b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy. c. Read grade-level, high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words).
Kindergarten	
Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.K.RP.1	With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.
LA.K.RP.2	With prompting and support, identify main character(s), setting, and important events in a literary text.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.K.RP.3	With prompting and support, define the role of author and illustrator in a literary text.
LA.K.RP.4	With prompting and support, identify the basic characteristics of literary and informational text.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.K.RP.5	With prompting and support, compare and contrast the experiences of characters in familiar stories.
LA.K.RP.6	With prompting and support, ask and answer questions about key details in a literary text.
LA.K.RP.7	With prompting and support, make connections between own experiences and other cultures in literary texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.K.RP.8	Actively engage in group reading activities with purpose and understanding.

Kindergarten	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.K.RI.1	With prompting and support, identify the main topic and key details in an informational text.
LA.K.RI.2	With prompting and support, identify key individuals, events, or pieces of information in an informational text.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.K.RI.3	With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.
LA.K.RI.4	With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.K.RI.5	With prompting and support, identify basic similarities and differences between two informational texts on the same topic.
LA.K.RI.6	With prompting and support, ask and answer questions about key details in an informational text.
LA.K.RI.7	With prompting and support, make connections between own experiences and other cultures in informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.K.RI.8	Actively engage in group reading activities with purpose and understanding.

Kindergarten	
Vocabulary Acquisition and Use	
LA.K.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

	<ul style="list-style-type: none"> a. With prompting and support, identify new meanings of familiar words (e.g. park, ring, fly). b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words. c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.
LA.K.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships. b. Deepen understanding of words by identifying and relating them to their opposites. c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning. d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

Kindergarten Writing Standards

Foundations of Writing | Apply handwriting skills to communicate ideas and information.

LA.K.FW.1	<p>Demonstrate basic handwriting skills.</p> <ul style="list-style-type: none"> a. Match upper and lowercase manuscript letters. b. Form upper and lowercase manuscript letters using reference materials and classroom resources. c. Write left to right and use appropriate spacing between letters and words.
LA.K.FW.2	<p>Demonstrate sound-letter concepts when writing.</p> <ul style="list-style-type: none"> a. Segment phonemes orally in single-syllable words. b. Demonstrate understanding that syllables are organized around vowel sounds.

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.K.W.1	<p>With prompting and support, form and use complete simple sentences in shared language activities.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. With prompting and support, identify nouns (e.g. singular and plural) and simple verbs (e.g. action).
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	<ul style="list-style-type: none"> d. Form regular plural nouns by adding /s/ or /es/. e. Use interrogatives to ask questions. f. Use subject-verb agreement in simple sentences.
LA.K.W.2	<p>With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.</p> <ul style="list-style-type: none"> a. Use prewriting activities and resources to generate ideas. b. Persevere in writing tasks. c. Use feedback from others to improve writing and/or add details. d. Use or decipher multiple formats of print and digital text (e.g. manuscript, font, graphics, symbols). e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.
<p>Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.</p>	
LA.K.W.3	With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.
LA.K.W.4	With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.
LA.K.W.5	With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.
LA.K.W.6	With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.

<p>Kindergarten Speaking and Listening Standards</p>	
<p>Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p>	
LA.K.SL.1	<p>With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.</p> <ul style="list-style-type: none"> a. Ask pertinent questions to acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.

	<ul style="list-style-type: none"> c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Develop attentive listening skills (e.g. eye contact, nonverbal cues, recalling). e. Complete a task following one/two-step directions.
<p>Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</p>	
<p>LA.K.SL.2</p>	<p>With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations. b. Convey a personal perspective with clear reasons. c. Explain the purpose of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. helpful/hurtful words). e. Use appropriate visual and/or digital tools to support verbal communication.

Grade 1 Standards

Grade 1 Foundations of Reading	
Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.	
LA.1.F.1	Demonstrate knowledge of the organization and basic concepts of print. a. Recognize the distinguishing features of a sentence.
Phonological Awareness Demonstrate phonological awareness through oral activities.	
LA.1.F.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Identify, segment, and blend phonemes in single-syllable spoken three- and four-phoneme words, including words with blends. c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Delete initial and final phonemes in words. e. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.	
LA.1.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Decode and encode words using knowledge of sound-spelling correspondences for common consonant digraphs, tri-graphs, and blends. b. Decode and encode simple words with r-controlled vowels. c. Decode and encode regularly spelled one-syllable words. d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds. e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables. f. Decode and encode words with inflectional endings. g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. h. Recognize and read grade-appropriate, irregularly spelled words.
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.	
LA.1.F.4	Fluently apply phonics and word analysis skills to a variety of grade-level texts. a. Read decodable text accurately with appropriate rate and expression/prosody.

	<p>b. Use appropriate rate, expression, and intonation to reflect the meaning of text.</p> <p>c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words).</p>
<p>Grade 1</p> <p>Reading Standards Prose and Poetry</p>	
<p>Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.</p>	
LA.1.RP.1	Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.
LA.1.RP.2	Identify the main character(s), setting, and important events, drawing on key details in a literary text.
<p>Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.</p>	
LA.1.RP.3	Explain the difference between the roles of author and narrator or speaker in a literary text.
LA.1.RP.4	Identify the basic characteristics of literary and informational text, drawing on a wide range of text types.
<p>Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.</p>	
LA.1.RP.5	Compare and contrast the experiences of characters in familiar stories.
LA.1.RP.6	Ask and answer questions about key details in a literary text.
LA.1.RP.7	With prompting and support, make connections between own experiences and other cultures in literary texts.
<p>Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.</p>	
LA.1.RP.8	With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.

Grade 1	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.1.RI.1	Identify the main topic and key details in an informational text.
LA.1.RI.2	With prompting and support, identify key individuals, events, or pieces of information in an informational text.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.1.RI.3	Define the role of the author and illustrator in presenting the ideas or information in a text.
LA.1.RI.4	Use text features (titles, headings, visuals) to predict or confirm the topic of a text.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.1.RI.5	With prompting and support, identify basic similarities and differences between two informational texts on the same topic.
LA.1.RI.6	With prompting and support, ask and answer questions about key details in an informational text.
LA.1.RI.7	With prompting and support, make connections between own experiences and other cultures in informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.1.RI.8	With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.

Grade 1 Vocabulary Acquisition and Use	
LA.1.V.1	<p>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</p> <ol style="list-style-type: none"> Use sentence-level context clues to determine the meaning of a word or phrase. Use commonly occurring affixes to determine the meaning of unknown words. Identify commonly occurring root words and their inflectional forms. Determine the meanings of key words and phrases using provided reference materials and classroom resources.
LA.1.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> Sort common words and phrases into conceptual categories to develop an understanding of word relationships. Define words by their category and simple attributes (i.e. a <i>duck</i> is a bird that swims). Ask and answer questions about key words and phrases to determine their meaning. Distinguish nuances of meaning between common verbs (e.g. glance, stare) and adjectives differing in intensity (e.g. large, gigantic).

Grade 1 Writing Standards	
Foundations of Writing Apply handwriting skills to communicate ideas and information.	
LA.1.FW.1	<p>Demonstrate and apply handwriting skills.</p> <ol style="list-style-type: none"> Write upper and lowercase manuscript letters using correct formation. Match the common grapheme (letter or letter group) for corresponding phonemes. Use appropriate spacing between letters and words.
LA.1.FW.2	<p>Demonstrate sound-letter concepts when writing.</p> <ol style="list-style-type: none"> Segment phonemes in two- and three-phoneme syllables. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	

LA.1.W.1	<p>Write and expand grammatically correct simple sentences.</p> <ol style="list-style-type: none"> Capitalize proper nouns (e.g. days of the week, names of people). Use end punctuation, commas in dates, and commas to separate single words in a series. Identify and use nouns (e.g. common, proper), pronouns (e.g. personal and possessive), verbs (e.g. past, present), and descriptive adjectives. Form and use regular and frequently occurring irregular plural nouns. Use subject-verb agreement in simple and compound sentences.
LA.1.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> Use prewriting activities and resources to generate and organize ideas. Persevere in writing tasks of varying length and complexity. Use feedback from others to improve writing and/or add details. Use or decipher multiple formats of print and digital text (e.g. manuscript, font, graphics, symbols). Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
<p>Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.</p>	
LA.1.W.3	<p>With prompting and support, write personal or fictional narratives that retell two or more appropriately sequenced events.</p> <ol style="list-style-type: none"> Include some relevant details. Use time order words to signal sequence of events. Provide a sense of closure.
LA.1.W.4	<p>With prompting and support, express an opinion about a topic or text and provide a supporting reason.</p> <ol style="list-style-type: none"> Introduce a topic or text. State an opinion and provide a reason to support the opinion. Provide a sense of closure.
LA.1.W.5	<p>With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <ol style="list-style-type: none"> Introduce a topic. Develop a topic using supporting facts and details. Use words and phrases related to the topic. Provide a sense of closure.
LA.1.W.6	<p>With prompting and support, identify information from provided sources to answer a question.</p> <ol style="list-style-type: none"> Retell or recall information from provided sources.

	<ul style="list-style-type: none"> b. Use provided print and/or digital tools to gather information and ideas and to answer questions. c. Sort evidence and information into categories. d. Practice safe behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials).
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Grade 1 Speaking and Listening Standards	
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
LA.1.SL.1	Participate with peers and adults in structured discussions and routines about 1 st grade topics and texts. <ul style="list-style-type: none"> a. Ask pertinent questions to acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Develop attentive listening skills (e.g. eye contact, nonverbal cues, recalling). e. Complete a task following one/two-step directions.
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.1.SL.2	Describe people, places, things, and events with pertinent details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts. b. Convey a personal perspective with clear reasons. c. With prompting and support, explain the purpose of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. helpful/hurtful words). e. Use appropriate visual and/or digital tools to support verbal communication.

Grade 2 Standards

Grade 2 Foundations of Reading	
Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.	
LA.2.F.1	Demonstrate knowledge of the organization and basic concepts of print. <ol style="list-style-type: none"> a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
Phonological Awareness Demonstrate phonological awareness through oral activities.	
LA.2.F.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Mastery of advanced phonemic awareness skills:</i> <ol style="list-style-type: none"> a. Identify, segment, and blend phonemes in multisyllabic words. <i>Apply advanced phonemic awareness skills:</i> <ol style="list-style-type: none"> b. Add/delete initial phonemes in multisyllabic words. c. Add/delete final phoneme in multisyllabic words. d. Substitute sounds in words with 5 or more phonemes. e. Reverse the first and last phoneme in a single syllable word.
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.	
LA.2.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. <ol style="list-style-type: none"> a. Decode and encode words with variable vowel teams and vowel diphthongs. b. Decode and encode regularly spelled two-syllable words with long vowels. c. Decode and encode words with open and closed syllables and consonant -le. d. Decode and encode words with common prefixes and suffixes. e. Decode and encode words with silent letter combinations.
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.	
LA.2.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension. <ol style="list-style-type: none"> a. Read a variety of text accurately using appropriate rate, expression, and intonation to reflect the meaning of text. b. Read grade-level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words).

Grade 2	
Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.2.RP.1	Recount narratives and determine their central message, lesson, or moral.
LA.2.RP.2	Describe characters and how they interact with one another.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.2.RP.3	Determine and explain who is telling a story within and across literary texts.
LA.2.RP.4	Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.2.RP.5	Compare and contrast two or more versions of the same literary text by different authors or from different cultures.
LA.2.RP.6	Ask and answer literal (e.g. recall/details) and simple inferential (e.g. why or how) questions about key details in a literary text.
LA.2.RP.7	Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g. history, values, beliefs, and behaviors).
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.2.RP.8	With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.

Grade 2	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.2.RI.1	Identify the main topic and key details in a multi-paragraph text.
LA.2.RI.2	Describe the connections between individuals, historical events, scientific ideas, or steps in a process.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.2.RI.3	Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.
LA.2.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.2.RI.5	Compare and contrast the two most important ideas presented by two informational texts on the same topic.
LA.2.RI.6	Ask and answer literal (e.g. recall/details) and simple inferential (e.g. why or how) questions about key details in an informational text.
LA.2.RI.7	Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g. history, values, beliefs, and behaviors).
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.2.RI.8	With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.

Grade 2	
Vocabulary Acquisition and Use	
LA.2.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

	<ul style="list-style-type: none"> a. Use sentence-level context clues to determine the meaning of a word or phrase. b. Use commonly occurring prefixes to determine the meaning of unknown words (e.g. happy/unhappy). c. Use known root words to determine the meaning of unknown words (e.g. addition, additional). d. Determine the meaning of compound words by using knowledge of individual words (e.g. birdhouse). e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.
LA.2.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> a. Ask and answer questions about key words and phrases to determine their meaning. b. Distinguish nuances of meaning between closely related verbs (e.g. toss, throw) and closely related adjectives (e.g. thin, slender).

<h2 style="margin: 0;">Grade 2</h2> <h3 style="margin: 0;">Writing Standards</h3>	
<p>Foundations of Writing Apply handwriting skills to communicate ideas and information.</p>	
LA.2.FW.1	<p>Demonstrate and apply handwriting skills.</p> <ul style="list-style-type: none"> a. Write legibly using correct formation of letters. b. Transcribe ideas with automaticity and proper spacing between letters and words.
LA.2.FW.2	<p>Demonstrate sound-letter concepts when writing.</p> <ul style="list-style-type: none"> a. Write common graphemes (letters or letter groups) for each phoneme.
<p>Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</p>	
LA.2.W.1	<p>Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).</p> <ul style="list-style-type: none"> a. Capitalize proper nouns (e.g. holidays, countries, product names). b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives. c. Identify and explain the use of nouns (e.g. collective and irregular plural), pronouns (e.g. demonstrative), verbs (e.g. past tense irregular), simple prepositions, and frequently occurring conjunctions. d. Maintain consistent verb tense across sentences or paragraphs.

LA.2.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> a. Use prewriting activities and resources to plan, organize, and draft writing. b. Adjust writing processes to persevere in writing tasks of varying length and complexity. c. Use feedback from others to improve and clarify writing. d. Use or decipher multiple formats of print and digital text (e.g. manuscript, font, graphics, symbols). e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.2.W.3	<p>Write personal or fictional narratives that retell two or more appropriately sequenced events.</p> <ol style="list-style-type: none"> a. Include relevant details about characters and settings. b. Use time order words to signal sequence of events. c. Provide a sense of closure.
LA.2.W.4	<p>Express an opinion and provide supporting reasons.</p> <ol style="list-style-type: none"> a. Introduce a topic or text. b. State an opinion and provide reasons to support the opinion. c. Provide a concluding statement or section.
LA.2.W.5	<p>Write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <ol style="list-style-type: none"> a. Introduce a topic or text. b. Develop a topic with facts, details, and definitions. c. Use words and phrases related to the topic. d. Provide a concluding statement or section.
LA.2.W.6	<p>Locate information from provided sources to answer questions about a topic.</p> <ol style="list-style-type: none"> a. Retell information from provided sources to support ideas while avoiding plagiarism. b. Identify print and digital tools to gather information and ideas and answer questions. c. Sort evidence and information into categories. d. Demonstrate academic integrity by referencing sources in writing and speaking. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Grade 2 Speaking and Listening Standards	
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
LA.2.SL.1	<p>Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.</p> <ol style="list-style-type: none"> a. Ask pertinent questions to acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Develop active and attentive listening skills (e.g. eye contact, nonverbal cues, recalling). e. Complete a task following multi-step directions.
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.2.SL.2	<p>Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <ol style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts. b. Convey a personal perspective with clear reasons. c. Explain the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. helpful/hurtful words). e. Use appropriate visual and/or digital tools to support verbal communication.

Grade 3 Standards

Grade 3 Foundations of Reading	
Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.	
LA.3.F.1	Mastered at Grade 2
Phonological Awareness Demonstrate phonological awareness through oral activities.	
LA.3.F.2	Mastered at Grade 2
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.	
LA.3.F.3	<p>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> a. Decode and encode words with common Anglo roots and affixes. b. Decode and encode words with common derivational suffixes and describe how they turn words into different parts of speech. c. Decode and encode multisyllabic words.
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.	
LA.3.F.4	<p>Develop accuracy, phrasing, and expression while reading a variety of grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text. b. Adjust pace and prosody based on purpose, complexity, form, and/or style. c. Read grade-level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words).
Grade 3 Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.3.RP.1	Identify the central message or lesson in a literary text and explain how key details support that idea.
LA.3.RP.2	Explain how characters respond to major events and challenges in a literary text.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	

LA.3.RP.3	Determine and explain the point of view in a literary text.
LA.3.RP.4	Explain how sections of a literary text (e.g. chapters, scenes, stanzas) build on one another and contribute to meaning.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.3.RP.5	Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g. books from a series).
LA.3.RP.6	Explain what the text says explicitly and draw inferences when asking and answering questions.
LA.3.RP.7	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.3.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.
Grade 3 Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.3.RI.1	Identify the central idea and explain how key details support that idea.
LA.3.RI.2	Explain the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.3.RI.3	Determine and explain the author's purpose in an informational text.
LA.3.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	

LA.3.RI.5	Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
LA.3.RI.6	Explain what the text says explicitly and draw inferences when asking and answering questions.
LA.3.RI.7	Compare and contrast topics and/or patterns of events in a range of informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.3.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.

Grade 3 Vocabulary Acquisition and Use	
LA.3.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. <ul style="list-style-type: none"> a. Use sentence-level context clues to determine the meaning of a word or phrase. b. Use affixes to determine the meaning of unknown words (e.g. comfortable, uncomfortable). c. Use known root words to determine the meaning of unknown words (e.g. company, companion). d. Determine the meanings of key words and phrases using reference materials and classroom resources.
LA.3.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <ul style="list-style-type: none"> a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g. take steps). b. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g. believed, suspected).

Grade 3 Writing Standards	
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	

LA.3.W.1	<p>Write paragraphs using a variety of sentence types.</p> <ol style="list-style-type: none"> Capitalize proper nouns (e.g. historic periods, nationalities, languages), proper adjectives (e.g. South American), and appropriate words in titles. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives. Use frequently occurring nouns (e.g. concrete and abstract), verbs (regular and irregular), and simple verb tenses. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses. Explain the function of adjectives and adverbs in simple, compound, and complex sentences. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing. Use frequently occurring prepositions and prepositional phrases.
LA.3.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> Use prewriting activities and resources to plan, organize, and draft writing. Adjust writing processes to persevere in writing tasks of increasing length and complexity. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers. Use or decipher multiple formats of print and digital text (e.g. manuscript, cursive, font, graphics, symbols). Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.3.W.3	<p>Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s). Include descriptive details about characters, events, or settings. Use words and phrases to signal sequence of events. Provide a closure related to the narrated event or experience.
LA.3.W.4	<p>Write opinion pieces with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence. Use linking words and phrases to connect opinions and reasons.

	c. Provide a concluding statement or section related to the opinion.
LA.3.W.5	<p>Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together, including illustrations when useful to provide clarity. b. Develop the topic with information (e.g. facts, definitions, details) clearly related to the topic. c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. d. Provide a concluding statement or section related to the topic.
LA.3.W.6	<p>Locate evidence from literary and/or informational text sources to answer questions about a topic.</p> <ul style="list-style-type: none"> a. Paraphrase information from sources to support ideas while avoiding plagiarism. b. Identify print and digital tools to gather information and ideas to answer questions. c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

<p>Grade 3</p> <p>Speaking and Listening Standards</p>	
<p>Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p>	
LA.3.SL.1	<p>Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.</p> <ul style="list-style-type: none"> a. Ask relevant questions to build on ideas and acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration. c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, recalling, questioning). e. Complete a task following multi-step directions.

Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.3.SL.2	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <ol style="list-style-type: none">Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.Convey a perspective with clear reasoning and support.Identify the purpose and credibility of information being presented.Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

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Grade 4 Standards

Grade 4 Foundations of Reading	
Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.	
LA.4.F.1	Mastered at Grade 2
Phonological Awareness Demonstrate phonological awareness through oral activities.	
LA.4.F.2	Mastered at Grade 2
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.	
LA.4.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. <ul style="list-style-type: none"> a. Read words with common Latin roots and affixes. b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.	
LA.4.F.4	Develop accuracy, phrasing, and expression while reading a variety of grade-level texts to support comprehension. <ul style="list-style-type: none"> a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text. b. Adjust pace and prosody based on purpose, complexity, form, and style.
Grade 4 Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.4.RP.1	Determine a theme in a literary text and how it is conveyed through key details.
LA.4.RP.2	Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	

LA.4.RP.3	Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.
LA.4.RP.4	Compare and contrast the structural elements of literary texts (e.g. dramas, narratives, and poems).
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.4.RP.5	Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.
LA.4.RP.6	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.
LA.4.RP.7	Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.4.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.

Grade 4	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.
LA.4.RI.2	Analyze an individual, event, scientific idea or concept, or steps in a process.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.4.RI.3	Compare and contrast authors' perspectives in multiple informational texts of the same topic.
LA.4.RI.4	Describe the overall structure of an informational text and how it contributes to meaning.

Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.4.RI.5	Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
LA.4.RI.6	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.
LA.4.RI.7	Explain an author or speaker's treatment of similar topics, and/or patterns of events in a wide range of informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.4.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.

Grade 4 Vocabulary Acquisition and Use	
LA.4.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. <ul style="list-style-type: none"> a. Use context clues (e.g. definitions, examples, or restatements) in text to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words and phrases (e.g. photograph, autograph). c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.
LA.4.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <ul style="list-style-type: none"> a. Explain the meaning of commonly occurring similes and metaphors (e.g. light as a feather) in grade-level text. b. Recognize and explain the meaning of commonly occurring idioms and adages. c. Use knowledge of words by relating them to their antonyms and synonyms.

Grade 4 Writing Standards	
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	
LA.4.W.1	<p>Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.</p> <ol style="list-style-type: none"> Capitalize proper nouns (e.g. organizations, geographic regions, monuments and landmarks). Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses. Identify and use simple appositive phrases. Identify and use frequently occurring pronouns (e.g. subject, object) and adverbs (e.g. relative), verbs (e.g. helping and linking). Distinguish between frequently confused words (e.g. to, too, two; there, their, they're). Identify and revise fragment and run-on sentences in speaking and writing.
LA.4.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> Use prewriting activities and resources to plan, organize, and draft writing. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers. Use or decipher multiple formats of print and digital text (e.g. manuscript, cursive, font, graphics, symbols). Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.4.W.3	<p>Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or character(s). Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings. Use transitional words and phrases to organize a sequence of events that unfolds naturally. Provide a conclusion related to the narrated event or experience.
LA.4.W.4	<p>Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</p>

	<ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence. b. Use facts and details to support reasons and/or evidence. c. Use linking words and phrases to connect ideas. d. Provide a concluding statement or section related to the opinion.
LA.4.W.5	<p>Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements. b. Develop the topic with information (e.g. facts, definitions, details, quotations) related to the topic. c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. d. Provide a concluding statement or section related to the information or explanation(s).
LA.4.W.6	<p>Locate and summarize relevant evidence from literary and/or informational text sources to answer question(s) about a topic.</p> <ul style="list-style-type: none"> a. Paraphrase information and evidence to support ideas while avoiding plagiarism. b. Identify print and digital tools to gather information and evidence. c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

<p>Grade 4</p> <p>Speaking and Listening Standards</p>	
<p>Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p>	
LA.4.SL.1	<p>Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.</p> <ul style="list-style-type: none"> a. Ask relevant questions to build on ideas or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.

	<ul style="list-style-type: none"> c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, recalling, questioning). e. Complete a task following multi-step directions.
<p>Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</p>	
<p>LA.4.SL.2</p>	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts. b. Convey a perspective with clear reasoning and support. c. Identify the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Grade 5 Standards

Grade 5 Foundations of Reading	
Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.	
LA.5.F.1	Mastered at Grade 2
Phonological Awareness Demonstrate phonological awareness through oral activities.	
LA.5.F.2	Mastered at Grade 2
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.	
LA.5.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. <ul style="list-style-type: none"> a. Read words with common Greek roots and affixes. b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.	
LA.5.F.4	Develop accuracy, phrasing, and expression while reading a variety of grade-level texts to support comprehension. <ul style="list-style-type: none"> a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text. b. Adjust pace and prosody based on purpose, complexity, form, and style.
Grade 5 Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.5.RP.1	Explain the theme in a literary text and how it is conveyed through key details.
LA.5.RP.2	Compare and contrast two or more characters, settings, or events in a literary text or texts.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.5.RP.3	Describe how a narrator or speaker's point of view influences the meaning of a literary text.

LA.5.RP.4	Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.5.RP.5	Compare and contrast the treatment of themes and topics in literary texts of the same genre.
LA.5.RP.6	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
LA.5.RP.7	Explain the relationships between two or more characters, events, or ideas in a range of literary texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.5.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.

Grade 5	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.
LA.5.RI.2	Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.5.RI.3	Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
LA.5.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.

Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.5.RI.5	Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
LA.5.RI.6	Analyze an informational text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
LA.5.RI.7	Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.5.RI.8	Read and comprehend a wide range of literary and informational texts of appropriate complexity for Grade 5 independently and proficiently.

Grade 5 Vocabulary Acquisition and Use	
LA.5.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. <ul style="list-style-type: none"> a. Use context clues (e.g. cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words. c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.
LA.5.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs. c. Demonstrate knowledge of relationships between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

Grade 5 Writing Standards	
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	
LA.5.W.1	<p>Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ol style="list-style-type: none"> Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works. Use a comma to separate an introductory element from the rest of a sentence, to separate interrupter words, to set off a question tag, and to indicate direct address. Explain the function of and use frequently occurring interjections, verb tenses (e.g. perfect), and correlative conjunctions. Distinguish between and use types of adjectives (e.g. comparative, superlative). Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
LA.5.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> Use prewriting activities and resources to plan, organize, and draft writing. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers. Use or decipher multiple formats of print and digital text (e.g. manuscript, cursive, font, graphics, symbols). Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.5.W.3	<p>Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally. Provide a conclusion related to the narrated event or experience.

LA.5.W.4	<p>Write opinion pieces that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically. Use facts and details to support reasons and/or evidence. Use words, phrases, and key vocabulary to connect ideas. Provide a concluding statement or section related to the perspective.
LA.5.W.5	<p>Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ol style="list-style-type: none"> Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. Develop the topic with information (e.g. facts, definitions, details, quotations) related to the topic. Use linking words and phrases and key vocabulary to connect ideas and categories of information. Provide a concluding statement or section related to the information or explanation(s).
LA.5.W.6	<p>Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.</p> <ol style="list-style-type: none"> Paraphrase information and evidence to support ideas while avoiding plagiarism. Locate and evaluate credibility of evidence (e.g. motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. Sort evidence into categories using an appropriate note-taking format to collect and organize information. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Grade 5

Speaking and Listening Standards

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.5.SL.1 | Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.

	<ul style="list-style-type: none"> a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, recalling, questioning). e. Complete a task following multi-step directions.
<p>Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</p>	
<p>LA.5.SL.2</p>	<p>Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts. b. Convey a perspective with clear reasoning and support. c. Identify the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Grade 6 Standards

Grade 6	
Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.6.RP.1	Determine the implied or explicit theme of a literary text and how it develops over the course of a text.
LA.6.RP.2	Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.6.RP.3	Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.
LA.6.RP.4	Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.6.RP.5	Compare and contrast texts in different forms or genres (e.g. stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.
LA.6.RP.6	Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
LA.6.RP.7	Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.6.RP.8	Read and comprehend a wide range of literary and informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Grade 6	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.6.RI.1	Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.
LA.6.RI.2	Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.6.RI.3	Explain how an author establishes and conveys a perspective or purpose in an informational text.
LA.6.RI.4	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.6.RI.5	Compare and contrast one author's presentation of information with that of another.
LA.6.RI.6	Analyze an informational text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
LA.6.RI.7	Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.6.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Grade 6	
Vocabulary Acquisition and Use	
LA.6.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

	<ul style="list-style-type: none"> a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g. audience, audible). c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.
LA.6.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. literary, biblical, or mythological allusions) in context. b. Determine the relationship between words (e.g. cause/effect, part/whole, item/category). c. Distinguish between the connotations of words with similar denotations (e.g. economical, thrifty).

Grade 6

Writing Standards

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.6.W.1	<p>Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> a. Apply knowledge of rules for capitalization. b. Use punctuation (e.g. commas, parentheses, dashes) to set off non-restrictive clauses. c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses. d. Explain the function of articles (e.g. definite and indefinite) and apply knowledge to writing. e. Identify and use verb tenses (e.g. progressive). f. Distinguish between and use different types of phrases (e.g. prepositional and appositive). g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
LA.6.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> a. Use prewriting activities and inquiry tools to plan, organize, and draft writing. b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.

	d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.6.W.3	Write in a variety of narrative forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts. c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice. e. Provide a conclusion clearly related to the narrated experiences or events.
LA.6.W.4	Write arguments that explain a perspective with supporting reasons and evidence. <ul style="list-style-type: none"> a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically. b. Use relevant evidence from two or more credible sources. c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence. d. Provide a concluding statement or section that follows from the argument presented.
LA.6.W.5	Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information. <ul style="list-style-type: none"> a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. b. Develop a topic with information (e.g. facts, definitions, concrete details, quotations, examples) related to the topic. c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. d. Provide a concluding statement or section that follows from the information or explanation(s).
LA.6.W.6	Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question. <ul style="list-style-type: none"> a. Paraphrase and quote evidence to support ideas while avoiding plagiarism. b. Locate and evaluate credibility of evidence (e.g. motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.

	<ul style="list-style-type: none"> c. Select and use appropriate note-taking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
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Grade 6 Speaking and Listening Standards	
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
LA.6.SL.1	Prepare for and participate in structured discussions and collaborations about 6 th grade topics and texts. <ul style="list-style-type: none"> a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following multi-step directions.
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.6.SL.2	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas. <ul style="list-style-type: none"> a. Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts. b. Convey a perspective with clear reasoning and support. c. Analyze the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, connotations, subtleties of language). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Grade 7 Standards

Grade 7	
Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.7.RP.1	Determine two or more implied or explicit themes a text and how they are supported with key details.
LA.7.RP.2	Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.7.RP.3	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.
LA.7.RP.4	Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.7.RP.5	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.
LA.7.RP.6	Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.
LA.7.RP.7	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.7.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Grade 7	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.7.RI.1	Determine two or more implied or explicit central ideas of a text and how they are supported with key details.
LA.7.RI.2	Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.7.RI.3	Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.
LA.7.RI.4	Analyze how the major sections of text contribute to the development of ideas in an informational text.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.7.RI.5	Analyze how the major sections of text contribute to the development of ideas in an informational text.
LA.7.RI.6	Compare and contrast how two or more authors writing about the same topic provide different evidence or interpretation of facts.
LA.7.RI.7	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.7.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Grade 7 Vocabulary Acquisition and Use	
LA.7.V.1	<p>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</p> <ol style="list-style-type: none"> Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g. audience, audible). Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.
LA.7.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g. literary, biblical, or mythological allusions) in context. Determine the relationship between words (e.g. cause/effect, part/whole, item/category). Distinguish between the connotations of words with similar denotations (e.g. polite, diplomatic).

Grade 7 Writing Standards	
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	
LA.7.W.1	<p>Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ol style="list-style-type: none"> Apply knowledge of rules for capitalization. Use a comma to separate coordinate adjectives. Distinguish between and use types of clauses (e.g. noun, relative, adverbial), modifiers (e.g. misplaced and dangling), and adjectives (coordinate and cumulative). Use a variety of prepositional and appositive phrases in sentences and paragraphs. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
LA.7.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> Use prewriting activities and inquiry tools to plan, organize, and draft writing. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

	<ul style="list-style-type: none"> c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers. d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.7.W.3	<p>Write in a variety of narrative forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts. c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice. e. Provide a conclusion that is clearly related to and reflects on the narrated experiences or events.
LA.7.W.4	<p>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Explain and cite relevant evidence from multiple credible sources. c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence. d. Provide a concluding statement or section that follows from and supports the argument(s) presented.
LA.7.W.5	<p>Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements. b. Develop a topic with information (e.g. facts, definitions, concrete details, quotations, examples) related to the topic. c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. d. Provide a concluding statement or section that follows from the information or explanation(s).
LA.7.W.6	<p>Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.</p>

	<ul style="list-style-type: none"> a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g. motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate note-taking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g. parenthetical and numerical); provide a list of sources using a standard format. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
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<h2 style="margin: 0;">Grade 7</h2> <h3 style="margin: 0;">Speaking and Listening Standards</h3>	
<p>Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p>	
<p>LA.7.SL.1</p>	<p>Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.</p> <ul style="list-style-type: none"> a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following multi-step directions.
<p>Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</p>	
<p>LA.7.SL.2</p>	<p>Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p>

	<ul style="list-style-type: none">a. Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.b. Convey a perspective with clear reasoning and valid evidence.c. Analyze the purpose and credibility of information being presented.d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.
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Grade 8 Standards

Grade 8	
Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.8.RP.1	Determine two or more implied or explicit themes of a text and how they develop over the course of a text, including their relationship to supporting ideas.
LA.8.RP.2	Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.8.RP.3	Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.
LA.8.RP.4	Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.8.RP.5	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.
LA.8.RP.6	Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.
LA.8.RP.7	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.8.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

Grade 8	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.8.RI.1	Determine two or more implied or explicit central ideas of a text and how they develop over the course of a text, including their relationship to supporting ideas.
LA.8.RI.2	Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.8.RI.3	Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.8.RI.4	Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.8.RI.5	Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
LA.8.RI.6	Synthesize the implied or stated central idea(s) in an informational text to draw conclusions and deepen understanding of self and others.
LA.8.RI.7	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.8.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

Grade 8 Vocabulary Acquisition and Use	
LA.8.V.1	<p>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</p> <ol style="list-style-type: none"> a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g. recede, precede). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.
LA.8.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Determine the relationship between particular words to better understand each of the words. c. Distinguish between the connotations of words with similar denotations (e.g. willful, resolute).

Grade 8 Writing Standards	
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	
LA.8.W.1	<p>Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ol style="list-style-type: none"> a. Apply knowledge of rules for capitalization. b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission. c. Explain the function of and use different types of verbals in sentences (e.g. gerunds, participles, infinitives). d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative). e. Use appropriate parallel structure in words, phrases, and clauses. f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.

LA.8.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> a. Identify and use resources and inquiry tools to plan, organize, and draft writing. b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers. d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.8.W.3	<p>Write in a variety of narrative forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques (e.g. dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings). c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture. e. Provide a conclusion that is clearly related to and reflects upon the narrated experiences, observations, and/or conflicts resolved over the course of the narrative.
LA.8.W.4	<p>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically. c. Explain and cite relevant evidence from multiple credible sources. d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence. e. Establish and maintain a formal tone. f. Provide a conclusion that follows from and supports the argument(s) presented.

LA.8.W.5	<p>Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts. Provide a concluding statement or section that follows from the information or explanation(s).
LA.8.W.6	<p>Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. Locate and evaluate the credibility of evidence (e.g. the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings. Select and use appropriate note-taking formats to collect and organize information. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g. parenthetical and numerical); provide a list of sources using a standard format. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Grade 8

Speaking and Listening Standards

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.8.SL.1	<p>Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.</p> <ol style="list-style-type: none"> Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
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	<ul style="list-style-type: none"> c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following complex, multi-step directions.
<p>Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</p>	
<p>LA.8.SL.2</p>	<p>Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p> <ul style="list-style-type: none"> a. Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts. b. Convey a perspective with clear reasoning and valid evidence. c. Analyze the purpose of information being presented and evaluate its motives (e.g. social, commercial, political). d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words). e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Grades 9-10 Standards

Grades 9-10	
Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.10.RP.1	Analyze the development of two or more implied or explicit themes over the course of a text or texts.
LA.10.RP.2	Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.10.RP.3	Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.
LA.10.RP.4	Analyze how an author uses text structure, including the manipulation of time (e.g. foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.10.RP.5	Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from the Bible).
LA.10.RP.6	Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
LA.10.RP.7	Analyze multiple perspectives within and across a wide range of literary texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.10.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

Grades 9-10	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.10.RI.1	Analyze the development of two or more implied or explicit central ideas over the course of a text or texts.
LA.10.RI.2	Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.10.RI.3	Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LA.10.RI.4	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter).
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.10.RI.5	Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.
LA.10.RI.6	Analyze the implied or stated central idea(s) in an informational text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
LA.10.RI.7	Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.10.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

Grades 9-10 Vocabulary Acquisition and Use	
LA.10.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. <ol style="list-style-type: none"> a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. analyze, analysis). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.
LA.10.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. euphemism, oxymoron) in context and analyze their role in text. b. Analyze nuances in the meanings of words with similar denotations.

Grades 9-10 Writing Standards	
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	
LA.10.W.1	Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language. <ol style="list-style-type: none"> a. Apply knowledge of rules for capitalization. b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb. c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. d. Select and use verbs with appropriate voice and mood. e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.
LA.10.W.2	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <ol style="list-style-type: none"> a. Identify and use resources and inquiry tools to plan, organize, and draft writing.

	<ul style="list-style-type: none"> b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers to address the needs of a particular audience. d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.10.W.3	<p>Write in a variety of narrative forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.10.W.4	<p>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Analyze multiple credible sources incorporating and citing accurate, reliable evidence to logically support the claim, reasons, and counter argument(s). c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.

LA.10.W.5	<p>Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.
LA.10.W.6	<p>Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g. the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate note-taking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago). e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Grades 9-10	
Speaking and Listening Standards	
Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
LA.10.SL.1	<p>Initiate and participate in structured discussions and collaborations about grade-level topics and texts.</p> <ul style="list-style-type: none"> a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following complex, multi-step directions.
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.10.SL.2	<p>Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> a. Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. b. Convey a perspective with clear reasoning and valid evidence. c. Analyze the purpose of information being presented, evaluate its motives (e.g. social, commercial, political), and determine its credibility. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words). e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Grades 11-12 Standards

Grades 11-12	
Reading Standards Prose and Poetry	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.12.RP.1	Evaluate the development of two or more implied or explicit themes over the course of a text or texts.
LA.12.RP.2	Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.12.RP.3	Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.
LA.12.RP.4	Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.12.RP.5	Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.12.RP.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
LA.12.RP.7	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.12.RP.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.
Grades 11-12	
Reading Standards Informational Text	
Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.12.RI.1	Evaluate the development of central ideas over the course of a text or texts.

LA.12.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.12.RI.3	Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
LA.12.RI.4	Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.
Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.12.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.
LA.12.RI.6	Evaluate central ideas within and across informational texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
LA.12.RI.7	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.12.RI.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.

Grades 11-12

Vocabulary Acquisition and Use

LA.12.V.1	<p>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to speaking and writing.</p> <ol style="list-style-type: none"> a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
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LA.12.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in text. b. Analyze nuances in the meanings of words with similar denotations.
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Grades 11-12

Writing Standards

<p>Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</p>	
LA.12.W.1	<p>Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.</p> <ol style="list-style-type: none"> a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested. b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.
LA.12.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> a. Identify and use resources and inquiry tools to plan, organize, and draft writing. b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers to address the needs of a particular audience and to enhance purpose, structure, and style. d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
<p>Modes of Writing Write in a variety of modes for multiple purposes and audiences across disciplines.</p>	
LA.12.W.3	<p>Write in a variety of narrative forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

	<ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.12.W.4	<p>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Evaluate and synthesize multiple credible sources and incorporate and cite accurate, reliable evidence to logically support the claim and reasons and counter argument(s). c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.
LA.12.W.5	<p>Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

<p>LA.12.W.6</p>	<p>Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).</p> <ul style="list-style-type: none"> a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g. the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate note-taking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago). e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
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<p>Grades 11-12 Speaking and Listening Standards</p>	
<p>Comprehension and Collaboration Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p>	
<p>LA.12.SL.1</p>	<p>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p> <ul style="list-style-type: none"> a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following complex, multi-step directions.

Presentation of Knowledge and Ideas Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.12.SL.2	<p>Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <ol style="list-style-type: none">a. Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.b. Convey a perspective with clear reasoning and valid evidence.c. Evaluate the purpose of information being presented, its motives (e.g. social, commercial, political), and determine its credibility.d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 28, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Brad Dirksen, Administrator – Office of Accountability, Accreditation, and Program Approval

PROPOSED AGENDA ITEM: Discussion Item: Approval, accreditation, and accountability rules timeline

RATIONALE/BACKGROUND INFORMATION: The State Board of Education had set forth a timeline to potentially adopt three new rules: (1) approval, (2) accreditation, (3) accountability, and sunset current Rule 10 and 14 at the December 2021 State Board of Education meeting. After collecting feedback, some stakeholders have expressed concerns about the current timeline. Requests have called for extending the timeline to allow for additional stakeholder feedback, revisions to the current drafts, building consensus and understanding of the proposed regulations, and allowing schools time to implement any new regulations.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2021

ESTIMATED COST: \$0.00

FOR CONTRACTS AND GRANTS:

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



STATE BOARD OF EDUCATION AQuESTT STUDENT SUCCESS, ACCESS AND SUPPORT COMMITTEE REPORT

Date: August 5, 2021

The Committee on AQuESTT Student Success, Access and Support domain met on August 5, 2021 and had the following action items:

- Authorize the Commissioner to create the Mental Health Support Grant to address mental health needs of students and staff across Nebraska.
- Approve Rule 11 teacher waiver request for Deshler Public Schools and approve annual operation of the early childhood program for the named school district.
- Approve the renewal of the Rule 11 teacher waiver for Ainsworth Community Schools and approve annual operation of the early childhood program for the named school district.

There was one discussion item on Leading for Equity and Excellence Program (LEEP) State Policy Network. The committee was reminded to provide feedback on NDE current statements and the first draft of the equity policy.

The committee had two update items. The first item was in regard to revising Coordinated School Health Policy. The committee had a great discussion and provided feedback to improve the revision.

The committee also discussed the possibility of inviting Dr. Helan Fagan to provide a professional development workshop on implicit bias to the board members. Helen will be contacted to schedule this workshop. The committee will coordinate with the board president to offer this workshop for the whole Board members.

The committee had a discussion also in regards to our current statements. The committee suggested to reconsider the purpose of these statements before developing or revising them. We need to ask ourselves the following questions:

- What are measurables we should look out 4 years from now?
- What are things to implement and be successful?
- How were they successful going into the last one?
- What brought about changes?
- What do we need as a state to implement?

This concludes the AQuESTT Student Success, Access and Support committee report.

Patsy Koch Johns, Chair



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 21, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Zainab Rida, Ph.D.

PROPOSED AGENDA ITEM: Authorize the Commissioner to create the Mental Health Support Grant to address mental health needs of students and staff across Nebraska.

RATIONALE/BACKGROUND INFORMATION:

The Office of Coordinated Student Support Services School Mental Health Team has drafted a proposal to offer support to all 244 Schools Districts across Nebraska in their efforts to better support the mental health needs of students and school staff. Projected outcomes from this project would be that students and school staff will have their mental health supported and offered resources if needed, and that students will receive education around mental health and ways to support their own, and others', mental health.

The proposed project aligns with the first priority area of ESSER focus – Mental Health Supports: Interventions to support student and staff social emotional wellbeing and mental health.

This project will address school mental health through the following activities:

Partner with the Mid-America Mental Health Technology Transfer Center (MHTTC) to host a School Mental Health Institute and provide a series of modules on how to develop a Comprehensive School-Based Mental Health Program.

Educational Service Units (ESUs) that will be named through a competitive grant process (\$5,700,000) – Partnerships with ESUs across the state will assist in recruiting for the School Mental Health Institute to be held in the Fall of 2021. If they choose, staff from each ESU can attend the Institute to become a trainer of the Comprehensive School-Based Mental Health Program (CSBMH) modules, allowing them to host their own Institute with schools within their service area who wish to develop a CSBMH Program. ESUs will also provide ongoing Technical Assistance to LEAs as they engage in work to develop their CSBMH Program. In addition, ESUs will collect and report data required for this project.

Local Education Agencies (LEAs) that will be named through a competitive grant process (\$8,275,140) - LEAs that are interested in developing a CSBMH Program will complete the Institute application and develop a School Mental Health team of 3-7 members that would attend a School Mental Health Institute held either by the NDE or an ESU. While attending an Institute, the team will conduct a Needs Assessment and create an Action Plan for developing their CSBMH Program. This team will also engage in regular Technical Assistance calls with either the NDE or and ESU. This project will provide financial support for the LEAs as they work to develop their CSBMH Program. The LEA will be provided a list of options for the financial support and will complete a budget with their plans on how they would utilize the funding. LEAs will also be responsible for collecting and reporting data required for this project.

University of Nebraska Public Policy Center (NUPPC) (\$432,000) – This partnership will allow for evaluation of the School Mental Health Institutes and the development of Comprehensive School-Based Mental Health Programs at LEAs across the state. NUPPC will collect and analyze data from ESUs and LEAs and create yearly reports.

Contractors to be Named (\$170,000) – Additional partnerships will be established to develop and deliver training around various topics related to mental health and to develop resources that can be utilized by all LEAs and ESUs.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2021

ESTIMATED COST: Not to exceed \$14,577,140

FOR CONTRACTS AND GRANTS:

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



PROPOSED AGENDA ITEM RATIONALE

DATE: July 27, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve Rule 11 teacher waiver request for Deshler Public Schools and approve annual operation of the early childhood program for the named school district.

RATIONALE/BACKGROUND INFORMATION: Deshler Public School has had difficulty hiring an early childhood teacher who has a valid teaching certificate. Deshler has advertised for the appropriately credentialed teacher and has not found a suitable candidate with those credentials. Rule 11 Section 005.05A allows districts to seek a waiver for the teacher(s) if the teacher(s) meet the following minimum requirements: 003.02A4a Twelve graduate hours in early childhood education; or

003.02A4b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003:02A4c Associate Degree in early childhood education.

A checklist summary of the evidence of meeting the requirements is attached

PROPOSED BOARD MEETING (MONTH/YEAR): August 2021

ESTIMATED COST: N/A

- If renewal, date of first approval:

**Nebraska Department of Education,
Office of Early Childhood Education
Rule 11 Waiver Request – Internal Document Checklist**

School District/ESU: Deshler Public Schools

Request Date: 5/19.2021

11.003.02 Approval Requirements. Prekindergarten programs established by school boards or educational service units will be approved by the Board pursuant to this chapter upon the recommendation of the Commissioner. Approval requires compliance with the requirements identified in this Chapter.

11.003.02 A school systems may submit a request for a waiver for subsections 004.07 and 005.05A of this Chapter listing each staff member that does not meet those requirements. To be eligible for a waiver the following minimum information is required and must be submitted within 30 days of the hire date of each staff.

		Notes
Number of positions requiring waiver	1	Tammi Brenn
003.02A1 Job posting/Salary	x	NDE Teach in Nebraska.
003.02A2 List of all other applicants for the position along with their resume and/or application	x	3 other applicants
003.02A3 Resume of person(s) hired,	X	
003.02A4 Copy of an approved course of study from a cooperating college or university showing the staff member will be able to achieve a teaching certification with an early childhood endorsement within four years. Such course of study should also include a copy of the Staff member’s current Transcripts that shows qualifications	x	Signed by Staci Jacobson /UNK Graduation spring 2024



PROPOSED AGENDA ITEM RATIONALE

DATE: July 27, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the renewal of the Rule 11 teacher waiver for Ainsworth Community Schools and approve annual operation of the early childhood program for the named school district.

RATIONALE/BACKGROUND INFORMATION: Rule 11 Section 005.05A allows districts to seek a waiver for the teacher(s) if the teacher(s) meet the following minimum requirements:

003.02A4a Twelve graduate hours in early childhood education; or

003.02A4b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003:02A4c Associate Degree in early childhood education.

A checklist summary of the evidence of meeting the requirements is attached

Ainsworth Community Schools received a Rule 11 teacher waiver in August 2020 and is requesting a renewal of that waiver. The teacher has made progress toward completing requirements for an initial teaching certificate. This will be the first renewal for Ainsworth. Rule 11 allows the renewal of waivers for a teacher for 4 years.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2021

ESTIMATED COST: N/A



Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA

DEPARTMENT OF EDUCATION

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Lincoln, NE 68509-4987
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STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: August 3, 2021

“The Committee on Budget and Finance reports that...

Consent Agenda Item Discussion:

The Committee reviewed and was in support of all consent agenda items.

No discussion

2.3.A Monthly Board Travel Expense Report

Speaker(s): Jen Utemark

Discussion:

The Committee reviewed monthly board travel expenses and had no concerns.

2.3.B. In-State Travel Authorization Reports

Discussion:

The Committee reviewed the in-state travel authorization report. No concerns were noted.

3.3. Committee Update

Discussion:

No discussion.

Other items discussed as follows: None

This concludes the Budget and Finance Committee report.”

Pat Timm, Chair

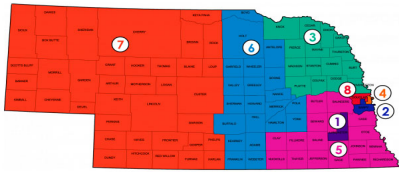
*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



2021-2022 Board Travel
At-A-Glance

<p>Budgeted</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px; font-size: 24px; font-weight: bold;">\$60,000</div>	<p>Monthly Spending</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px; font-size: 24px; font-weight: bold;">\$100</div> <p>Average</p>	<p>Annual Spending</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px; font-size: 24px; font-weight: bold;">\$18,000</div> <p>Projected</p>	<p>Expenditures</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px; font-size: 18px; font-weight: bold;">Lodging Meals Mileage</div>
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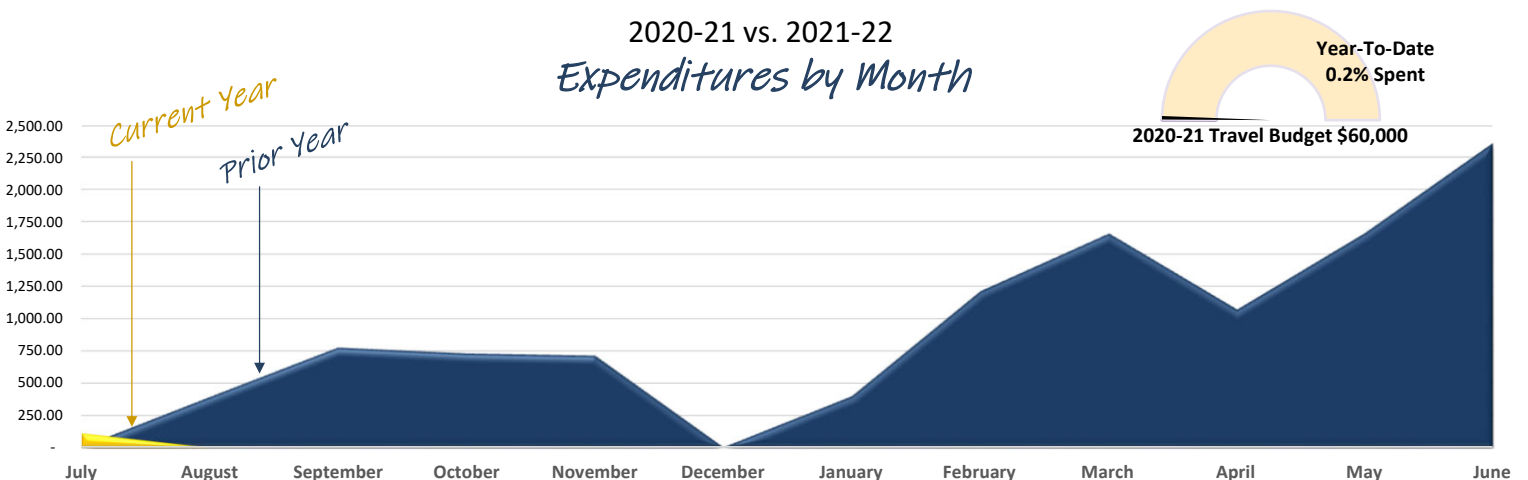
Even under pandemic conditions, the Nebraska Board of Education has retained the ability to attend meetings, conferences and conventions, sustain meaningful and dynamic work in addition to engaging in new opportunities provided through innovation and virtual technology during these unexpected circumstances.



Board Member Activity

District	Board Member	Current Year July 2021-June 2022		Prior Year July 2020-June 2021		Variance			
		July	Year-To-Date	July	Year-To-Date	July	Year-To-Date		
1	Patsy Koch Johns, Vice President	\$0	\$0	\$0	\$0	\$0	\$0		
2	Lisa Fricke	\$0	\$0	\$0	\$0	\$0	\$0		
3	Patti Gubbels <i>New Jan. 2021</i>	\$0	\$0	\$0	\$0	\$0	\$0		
3	Rachel Wise <i>Outgoing Dec. 2020</i>	\$0	\$0	\$0	\$0	\$0	\$0		
4	Jacquelyn Morrison <i>New Jan. 2021</i>	\$0	\$0	\$0	\$0	\$0	\$0		
4	John Witzel <i>Outgoing Dec. 2020</i>	\$0	\$0	\$0	\$0	\$0	\$0		
5	Patricia Timm	\$0	\$0	\$0	\$0	\$0	\$0		
6	Maureen Nickels, President	\$110	\$110	\$0	\$0	\$110	\$110		
7	Robin Stevens	\$0	\$0	\$0	\$0	\$0	\$0		
8	Deborah Neary	\$0	\$0	\$0	\$0	\$0	\$0		
		\$110	\$110	0.2%	\$0	\$0	0%	\$110	\$110
Annual Budget		\$60,000		\$60,000					
Over/(Under) Budget		(\$59,890)		99.8%		(\$60,000)		100%	

2020-21 vs. 2021-22
Expenditures by Month



Historical Annual Expenditures - FY2021/\$11,000, FY2020/\$35,000, FY2019/\$48,500

In-State Travel Authorization Reports - August

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Board Bylaw B16 Code A-F</u>
Patsy Koch Johns	Administrators' Days - NDE Day	July 28, 2021	Kearney, NE	E
Patti Gubbels	NSEA-U	July 13-14, 2021	Lincoln, NE	E
	Administrators' Days - NDE Day	July 28, 2021	Kearney, NE	E
	NASB Area Membership Meeting	September 1, 2021	Norfolk, NE	E
	NASB Area Membership Meeting	September 29, 2021	Fremont, NE	E
Maureen Nickels	Administrators' Days - NDE Day	July 28, 2021	Kearney, NE	E
Robin Stevens	Administrators' Days - NDE Day	July 28, 2021	Kearney, NE	E

In-State Travel Authorization Reports - August

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	Administrators' Days - NDE Day	July 28, 2021	Kearney, NE	E
	NSEA U	July 14, 2021	Lincoln, NE	E
Jacquelyn Morrison	Administrators' Days - NDE Day	July 28, 2021	Kearney, NE	E
Deborah Neary	Administrators' Days - NDE Day & NCSA (July 29)	July 28-29, 2021	Kearney, NE	E
Patricia Timm	Administrators' Days - NDE Day	July 28, 2021	Virtually	E

TO: MATTHEW L. BLOMSTEDT, PH.D.

FROM: BRYCE WILSON, DENISE THEGE

DATE: August 6, 2021

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): NCSA
Contract Amount: \$24,000
Funding Source: Cash
Scope of Services: Assist with Administrator Days.
Date of Contract: 7/1/21-8/31/21
Contact Person: Ryan Foor
2. Contractor(s): Environment Rating Scales Institute, Inc.
Contract Amount: \$12,000
Funding Source: General/Federal
Scope of Services: Provide training.
Date of Contract: 7/1/21-8/31/21
Contact Person: Melody Hobson
3. Contractor(s): NE Commission for the Blind & Visually Impaired
Contract Amount: \$24,999.99
Funding Source: Federal
Scope of Services: Provide installation of equipment and individualized consumer training.
Date of Contract: 7/1/21-6/30/22
Contact Person: Lindy Foley
4. Contractor(s): Megan Davison
Contract Amount: \$18,000
Funding Source: Federal
Scope of Services: Provide training.
Date of Contract: 6/15/21-6/14/22
Contact Person: Zainab Rida
5. Contractor(s): The Leadership Academy
Contract Amount: \$20,400
Funding Source: Federal
Scope of Services: Provide executive coaching to increase the leadership practices and processes for Dr. Kim Snyder, Director of Statewide Teacher and Principal Support and Ryan Ricenbaw, Nebraska Leadership and Learning Network Specialist.
Date of Contract: 6/21/21-6/16/23
Contact Person: Shirley Vargas

6. Contractor(s): Leah Merkwon
Contract Amount: \$18,000
Funding Source: Federal
Scope of Services: Coaching and training services.
Date of Contract: 7/1/21-6/30/22
Contact Person: Melody Hobson
7. Contractor(s): Saffron Buettner
Contract Amount: \$26,000
Funding Source: Federal
Scope of Services: Coaching, observing and training services.
Date of Contract: 7/1/21-6/30/22
Contact Person: Melody Hobson
8. Contractor(s): Teaching Strategies
Contract Amount: \$38,412
Funding Source: Federal
Scope of Services: Training services.
Date of Contract: 7/1/21-6/30/22
Contact Person: Melody Hobson
9. Contractor(s): Megan Davison
Contract Amount: \$18,000
Funding Source: Federal
Scope of Services: Training services.
Date of Contract: 6/15/21-6/14/22
Contact Person: Zainab Rida
10. Contractor(s): Literacy Pro Systems
Contract Amount: \$43,760
Funding Source: Federal
Scope of Services: Serve as online student data management system.
Date of Contract: 7/1/21-6/30/22
Contact Person: Tate Lauer
11. Contractor(s): Donelle Wolters
Contract Amount: \$41,200
Funding Source: Federal
Scope of Services: Serve as FFA Leadership Program Manager.
Date of Contract: 7/1/21-6/30/22
Contact Person: Katie Graham
12. Contractor(s): Carolyn O'Brien
Contract Amount: \$15,000
Funding Source: Federal
Scope of Services: Serve as school security specialist.
Date of Contract: 7/1/21-6/30/22
Contact Person: Zainab Rida
13. Contractor(s): Lexis Nexis
Contract Amount: \$19,440
Funding Source: Federal
Scope of Services: Electronic legal research service.
Date of Contract: 7/1/21-6/30/23
Contact Person: Scott Summers

14. Contractor(s): Chuck Elley
Contract Amount: \$35,000
Funding Source: Federal
Scope of Services: Assist in school safety.
Date of Contract: 7/1/21-6/30/22
Contact Person: Zainab Rida
15. Contractor(s): Sally Carlson
Contract Amount: \$11,000
Funding Source: Federal
Scope of Services: Provide training.
Date of Contract: 7/1/21-6/30/22
Contact Person: Zainab Rida
16. Contractor(s): Endacott, Peetz, Timmer & Koerwitz
Contract Amount: \$20,000
Funding Source: Cash
Scope of Services: Serve as hearing officer.
Date of Contract: 7/1/21-6/30/22
Contact Person: Brad Dirksen
17. Contractor(s): Cesar Torres
Contract Amount: \$23,904
Funding Source: General
Scope of Services: Research bullying and cyberbullying.
Date of Contract: 7/1/21-7/3/22
Contact Person: Zainab Rida
18. Contractor(s): Sandra Miller
Contract Amount: \$24,000
Funding Source: Federal
Scope of Services: Coaching, observing and training services.
Date of Contract: 7/15/21-7/14/22
Contact Person: Melody Hobson
19. Contractor(s): Mrs. Joni's Cuddle Bugs
Contract Amount: \$15,000
Funding Source: Federal
Scope of Services: Early Childhood training & development of training curriculum.
Date of Contract: 7/1/21-6/30/22
Contact Person: Melody Hobson
20. Contractor(s): Heartland Center for Leadership Development
Contract Amount: \$31,500
Funding Source: Federal
Scope of Services: Design & implement initiatives.
Date of Contract: 7/5/21-7/4/22
Contact Person: Zainab Rida

21. Contractor(s): Kathleen Miller
Contract Amount: \$15,000
Funding Source: Federal
Scope of Services: Early Childhood training & development of training curriculum.
Date of Contract: 7/1/21-6/30/22
Contact Person: Melody Hobson
22. Contractor(s): George Toman
Contract Amount: \$49,500
Funding Source: Federal
Scope of Services: Provide consultation.
Date of Contract: 7/8/21-7/7/22
Contact Person: Amy Rhone
23. Contractor(s): Joyce Kinney
Contract Amount: \$12,000
Funding Source: Federal
Scope of Services: Coaching and training services.
Date of Contract: 7/1/21-6/30/22
Contact Person: Melody Hobson
24. Contractor(s): Torsh
Contract Amount: \$47,145.60
Funding Source: Federal
Scope of Services: Video subscription
Date of Contract: 9/18/21-9/17/23
Contact Person: Amy Rhone
25. Contractor(s): TM Television
Contract Amount: \$21,830
Funding Source: Federal
Scope of Services: Streaming/internet service allowing broadcast from anywhere using cellular technology: State Board of Education meetings and NDE events.
Date of Contract: 6/28/21-6/27/22
Contact Person: Dean Folkers
26. Contractor(s): Firespring Print
Contract Amount: \$25,120
Funding Source: Federal
Scope of Services: Develop and implement communication plan.
Date of Contract: 7/6/21-9/14/21
Contact Person: Shirley Vargas
27. Contractor(s): Derek Cox
Contract Amount: \$33,249
Funding Source: Federal
Scope of Services: Serve as Educators Rising State Advisor.
Date of Contract: 7/6/21-7/10/22
Contact Person: Katie Graham

28. Contractor(s): Rachel Buss
Contract Amount: \$38,249
Funding Source: Federal
Scope of Services: Serve as HOSA State Advisor.
Date of Contract: 7/1/21-6/30/22
Contact Person: Katie Graham
29. Contractor(s): Linda Schulze
Contract Amount: \$15,000
Funding Source: Federal
Scope of Services: Serve as school security specialist.
Date of Contract: 7/1/21-6/30/22
Contact Person: Zainab Rida
30. Contractor(s): Jane Strawhecker
Contract Amount: \$44,100
Funding Source: General
Scope of Services: Provide support to mathematic education.
Date of Contract: 9/1/21-5/31/22
Contact Person: Cory Epler
31. Contractor(s): Gina DeFreece
Contract Amount: \$16,350
Funding Source: Federal
Scope of Services: Observing and training services.
Date of Contract: 7/1/21-6/30/22
Contact Person: Melody Hobson
32. Contractor(s): Health Management Associates
Contract Amount: \$39,760
Funding Source: Federal
Scope of Services: Develop rate setting methodology for benefit services.
Date of Contract: 7/2/21-9/30/21
Contact Person: Lindy Foley
33. Contractor(s): UNL
Contract Amount: \$34,858
Funding Source: General
Scope of Services: Create web-based training.
Date of Contract: 7/15/21-12/31/21
Contact Person: Melody Hobson
34. Contractor(s): NE Interactive LLC
Contract Amount: \$17,000
Funding Source: Federal
Scope of Services: Update online training website.
Date of Contract: 2/25/21-2/24/24
Contact Person: Lindy Foley
35. Contractor(s): Anderson & Creager & Wittstruck
Contract Amount: \$40,000
Funding Source: Federal
Scope of Services: Serve as hearing officer.
Date of Contract: 7/1/21-6/30/22
Contact Person: Amy Rhone

36. Contractor(s): UNL
Contract Amount: \$35,424
Funding Source: Federal
Scope of Services: This project will increase the capacity of Extension to support and deliver farm to school programming statewide and infuse farm to school activities in at least eight schools that have participated in a Nebraska Farm to School Institute.
Date of Contract: 7/1/21-6/30/22
Contact Person: Zainab Rida
37. Contractor(s): Schreiber Translations
Contract Amount: \$30,000
Funding Source: Federal
Scope of Services: Translate and format documents.
Date of Contract: 7/10/21-7/9/22
Contact Person: Melody Hobson
38. Contractor(s): Firespring Print
Contract Amount: \$21,445
Funding Source: Federal
Scope of Services: Optimize the Nebraska Early Development Network (EDN) brand.
Date of Contract: 7/26/21-7/25/22
Contact Person: Amy Rhone
39. Contractor(s): ESU #3
Contract Amount: \$15,000
Funding Source: General
Scope of Services: Provide services to DHHS facility-based schools.
Date of Contract: 7/1/21-6/30/22
Contact Person: Ryan Foor
40. Contractor(s): NE Commission on Indian Affairs
Contract Amount: \$49,500
Funding Source: Federal
Scope of Services: Build 3 year plan to support and bolster NCI activities to address pandemic impacts on Native American children and families.
Date of Contract: 7/15/21-6/1/22
Contact Person: Zainab Rida
41. Contractor(s): Sharon Schaefer dba Evolution of the Lunch Lady
Contract Amount: \$29,250
Funding Source: Federal
Scope of Services: Develop train-the-trainer program.
Date of Contract: 7/9/21-7/8/22
Contact Person: Zainab Rida

42. Contractor(s): Marna Stack
Contract Amount: \$30,800
Funding Source: Federal
Scope of Services: Organize logistics for training grant.
Date of Contract: 7/15/21-7/14/22
Contact Person: Zainab Rida
43. Contractor(s): Kelcy Sass
Contract Amount: \$45,774.95
Funding Source: General
Scope of Services: Administer the Excellence in Teaching Act (ETA).
Date of Contract: 7/19/21-7/10/22
Contact Person: Shirley Vargas
44. Contractor(s): EdCount LLC
Contract Amount: \$42,641.46
Funding Source: Federal
Scope of Services: Review science assessment tasks and rubrics.
Date of Contract: 8/1/21-10/31/21
Contact Person: Cory Epler
45. Contractor(s): Teaching Strategies
Contract Amount: \$20,000
Funding Source: Federal
Scope of Services: Provide access and technical assistance supports to NDE and subscribing programs for the Teaching Strategies GOLD online platform in order to provide the ongoing documentation and evaluation of child outcomes across all developmental domains and content areas for Subscribing Programs as designated eligible by NDE.
Date of Contract: 8/1/21-7/31/22
Contact Person: Amy Rhone
46. Contractor(s): Gina Vercellino
Contract Amount: \$12,000
Funding Source: Federal
Scope of Services: Support social/emotional strategic plan.
Date of Contract: 7/21/21-7/20/22
Contact Person: Zainab Rida
47. Contractor(s): UNL
Contract Amount: \$49,828
Funding Source: Federal
Scope of Services: Engage youth in research projects.
Date of Contract: 7/19/21-7/18/22
Contact Person: Brad Dirksen

48. Contractor(s): Max D Larsen & Associates
Contract Amount: \$33,600
Funding Source: General
Scope of Services: Provide coaching, consultation, and confidential interviews with members of leadership team.
Date of Contract: 8/1/21-6/30/22
Contact Person: Ryan Foor
49. Contractor(s): Schmeeckle Research
Contract Amount: \$29,898
Funding Source: Federal
Scope of Services: Lead the development of the general 1801 evaluation report and provide onboarding for the Chronic Disease Prevention & Control Evaluator at HHS.
Date of Contract: 7/31/21-7/30/22
Contact Person: Zainab Rida
50. Contractor(s): Latino American Commission
Contract Amount: \$49,500
Funding Source: Federal
Scope of Services: Build a three-year plan to support and bolster Latino American Commission activities to address pandemic impacts on Hispanic children and families.
Date of Contract: 7/26/21-12/31/21
Contact Person: Zainab Rida

**LITIGATION, MISCELLANEOUS CASES AND
ADMINISTRATIVE COMPLAINTS ACTIVE DURING 2021**
AUGUST 6, 2021

<u>TYPE</u>	<u>CASE NO.</u>	<u>DATE FILED</u>	<u>PETITIONER</u> <u>Appellant</u>	<u>RESPONDENT</u> <u>Appellee</u>	<u>ATTORNEYS FOR</u> <u>PARTIES</u>	<u>STATUS</u>
NE W.C. Court	Docket 219 No. 0597	5/3/2019	Brent Dierksen	State of NE/NDE	Ostdiek/Rowley (Summers)	PENDING
DOL-NE Appeal Tribunal/Unemployment Appeal	Docket 2020023602-AT	12/07/2020	M. Morganflash	NDE/VR	/Summers	Decided for Petitioner 6/22/2021
St. Claims Brd	M.C. 2021-20857	12/14/2020	Beth Wooster*	NDE	/Summers	Paid 1/22/2021
Dist Crt Lancaster Co	CI 20-4739	12/17/2020	Warren and Paula Crozier	NDE et al.	/	Dismissed 1/19/2021
St. Claims Brd	M.C. 2021-20912	1/7/2021	Arthur Weaver	NDE/DDS	Wagner/Summers	PENDING
St. Claims Brd	M.C. 2021-20913	1/7/2021	Glenda Cottam	NDE/DDS	Wagner/Summers	PENDING
St. Claims Brd	M.C. 2021-20922	1/8/2021	Robin Stevens*	NDE	/Summers	Paid 2/26/2021
NEOC	NEB 1-20/21-1-51792-RS	1/12/2021	Lammers	NDE	/Summers	PENDING
EEOC	32E-2021-00164	1/21/2021	Lammers	NDE	/Summers	PENDING
NEOC	NEB 1-20/21-2-51843-rs	1/8/2021	Rendon	NDE/VR	/Summers	PENDING
EEOC	32E-2021-00207	1/8/2021	Rendon	NDE/VR	/Summers	PENDING
St. Claims Brd	M.C. 2021-21025	3/12/2021	Jodie Sams*	NDE	/Summers	Paid 7/6/2021
St. Claims Brd	M.C. 2021-21026	3/12/2021	Jodie Sams*	NDE	/Summers	Paid 7/6/2021
St. Claims Brd	M.C. 2021-21027	3/12/2021	Jodie Sams*	NDE	/Summers	Paid 7/6/2021
St. Claims Brd.	M.C. 2021-21132	5/9/2021	Kayte Partch*	NDE	/Summers	PENDING
St. Claims Brd.	M.C. 2021-21199	6/23/2021	Marisol Birth*	NDE	/Summers	PENDING
St. Claims Brd.	M.C. 2022-21230	7/12/2021	Sheyenne Meadows*	NDE	/Summers	PENDING

* Claim for reimbursement of expenses that were not submitted within 60 days of incurrence. Required by law to be approved by Risk Management before being paid.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 7, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Marisol Birth, Ph.D., and Brad Dirksen

PROPOSED AGENDA ITEM: Notification of vacancy on the Nebraska Private Postsecondary Career Schools Advisory Council. If board members would like to recommend individuals to serve on the council, please forward the attached application.

RATIONALE/BACKGROUND INFORMATION: The vacancy is due to term expiration. Jarrod Peters, New Horizons, term will expire on October 5, 2021. Mr. Peters is eligible for reappointment to the Nebraska Private Postsecondary Career Schools Advisory Council.

The board will be requested to appoint a new member to fill the vacant Advisory Council position during the September 2021 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 make recommendations with respect thereto.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2021

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:

- If renewal, date of first approval:

**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
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Name	Address	Phone Number
------	---------	--------------

Name	Address	Phone Number
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Signature of applicant	Date
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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.

<p align="center">STATE STAFF USE ONLY</p> <p align="center">STATE BOARD OF EDUCATION REPRESENTATIVE AND DISTRICT</p> <p align="center">RECOMMENDING STAFF PERSON</p> <hr/> <p>Appointment <i>approved</i> at _____ State Board of Education meeting. meeting</p> <p>Appointment <i>not approved</i> at _____ State Board of Education meeting. meeting</p>
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INFORMATION ITEM RATIONALE

DATE: August 2, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Commissioner Blomstedt and Jen Utemark

RATIONALE/BACKGROUND INFORMATION: The State Board authorized the Commissioner to enter into a contract with a third-party vendor for distribution and handling of services and support for the Nebraska Emergency Assistance for Non-Public Schools (EANS) program, which is part of the Governor's Emergency Education Relief Fund (GEER) for the period April 12, 2021, through December 15, 2023.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) provides Nebraska with \$17,272,129 for the Emergency Assistance for Non-Public Schools (EANS) program and delegates the Nebraska Department of Education administrative responsibilities. Under the EANS program, the Department will provide services or assistance to eligible non-public schools to address the impact that the Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on non-public school students and teachers in the State.

At the time of the board approval in February the third-party vendor and cost of the contract was not known so only the aid that was being distributed in EANS funds was included as an estimated cost of the contract.

The Department has contracted with FACTS Education Solution, LLC for administering these funds, and will pay this vendor up to a maximum of \$2,048,656 for administering these funds. The contract also includes the \$17,072,129 of EANS aid funds for services and assistance to the non-public schools.

PROPOSED BOARD MEETING (MONTH/YEAR): The State Board authorized the Commissioner to contract with a third-party vendor at the February 2021 board meeting.

ESTIMATED COST: \$19,120,785 of Federal funds