

**NEBRASKA DEPARTMENT  
OF EDUCATION**

# **RULE 20**

**REGULATIONS FOR THE APPROVAL OF TEACHER  
EDUCATION PROGRAMS**

**TITLE 92, NEBRASKA ADMINISTRATIVE CODE,  
CHAPTER 20**

**GUIDELINES**

**State of Nebraska  
Department of Education  
301 Centennial Mall South  
Lincoln, Nebraska 68509**



**NEBRASKA DEPARTMENT  
OF EDUCATION**

**GUIDELINES RECOMMENDED  
FOR USE WITH RULE 20 (APPROVAL  
OF TEACHER EDUCATION PROGRAMS)**

**Approved by the State Board of Education  
on August 9, 2007**

**NOTE:** Rule 20 governs the approval of teacher education programs.

The Guidelines Recommended for use with Rule 20 are suggestions only. Teacher education institutions may also use them to review and assess their programs. The institutions may use them for the review of their endorsements.

However, the approval and/or continuation/discontinuation of teacher education programs is based solely on the criteria specified in Rule 20.

For reference purposes, the specific State regulation requirements for endorsements in Rule 20 are shown in shaded boxes in this document.

005.10A Reading and Writing Teaching Competencies. Each institution shall require all teacher education candidates to participate in activities which will enable them to develop competencies in teaching the reading and writing skills necessary for the areas for which they are planning to seek endorsement. The institution must have on file, at the institution, a plan which identifies the courses and course completion requirements which the institution uses to meet the requirements of this section.

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

Indicators that a prospective teacher has such knowledge and teaching practices, for his/her area(s) of endorsement, would include the ability to:

- A. Teach students to use reading, writing, listening, and speaking to learn content utilizing a variety of materials;
- B. Create learning environments which promote positive attitudes toward learning through reading, writing, listening, and speaking;
- C. Use ongoing informal assessments of students' literacy abilities to make appropriate instructional decisions;
- D. Model effective practices and positive attitudes toward reading, writing, listening, and speaking; and
- E. Teach students to access, organize, and use information to meet their personal, vocational, and academic needs.

005.10D Learners with High Ability Each Nebraska teacher education institution shall require all teacher education candidates to participate in coursework and activities which will enable them to develop competencies in teaching learners with high ability. The institution must have on file, within the institution, a plan which identifies the courses and course completion requirements which the institution utilizes to assure that these competency requirements have been met.

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Through the courses identified in its plan, the institution should provide prospective educators with the following:

- A. Knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by learners with high ability, including those from diverse populations; and
- B, An ability to modify and differentiate curriculum and instruction appropriate to the unique intellectual and emotional needs and interests of learners who require accelerated or differentiated curricular programs in order to fully develop their intellectual, creative, academic, or artistic capabilities.

005.10E Technology Each Nebraska teacher education institution shall require all teacher education candidates to participate in coursework and activities which will enable them to develop competencies in utilizing current technologies for communication and instruction. The institution must have on file, within the institution, a plan which identifies those courses and course completion requirements which the institution utilizes to assure that these competency requirements have been met.

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**NEBRASKA'S EDUCATOR COMPETENCIES IN TECHNOLOGY**

Through the courses identified in its plan, the institution should provide prospective educators with the following:

1. Teachers demonstrate a sound understanding of technology operations and concepts.
2. Teachers plan and design effective learning environments and experiences supported by technology,
3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Teachers use technology to enhance their productivity and professional practice.
6. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice.

005.10F Student Assessment. Each Nebraska teacher education institution shall require all candidates to have the knowledge and skill to assess student learning in the areas for which they are preparing to teach. The institution must have on file, within the institution, a plan which identifies those courses and course completion requirements which the institution utilizes to assure that these competency requirements have been met.

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

A prospective teacher has the knowledge and skills to identify, develop, and use assessments for his/her areas(s) of endorsement, that:

1. address the needs of specific users and uses;
2. reflect the specific achievement targets students must master;
3. gather data through a variety of methods;
4. sample student achievement to draw confident conclusions about instruction and student learning;
5. control for relevant sources of bias; and
6. involve and motivate students.

006.042 Performance Standards. Each Nebraska teacher education institution must have on file, within the institution, a plan which identifies the performance standards and assessments for successful completion of the education programs offered by the unit.

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Through the courses identified in its plan, the institution should provide prospective educators with opportunities to develop and demonstrate the following competencies:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of

his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

006.03 Unit Program Standards. Each Nebraska teacher education institution must have on file, within the institution, a plan which identifies the program standards and data which will be used to assess the quality of the teacher education unit.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR  
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A. Conceptual Framework

A conceptual framework(s) establishes the shared vision for the unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework(s) that establishes the vision for the unit and its programs. The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment and evaluation. It makes the unit's professional commitments and professional dispositions explicit. It reflects the unit's commitment to diversity and the preparation of educators who help all students learn. It reflects the unit's commitment to the integration of technology to enhance candidate and student learning. The conceptual framework(s) also aligns the professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

The conceptual framework(s) includes the following aligned structural elements:

- Vision and mission of the institution and unit;
- Philosophy, purposes, goals, and institutional standards of the unit;
- Knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit;
- Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards; and a
- Summarized description of the unit's assessment system.

B. Candidate Performance:

1. Candidate Knowledge, Skills and Dispositions. Candidates preparing to work in schools as teachers or other professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

a. **Content Knowledge for Teacher Candidates.** *Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.*

b. **Pedagogical Content Knowledge and Skills for Teacher Candidates.** *Teacher candidates understand the relationship of content and content specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for teachers demonstrate an in depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning; and are able to clearly explain the choices they make in their practice.*

c. **Professional and Pedagogical Knowledge and Skills for Teacher Candidates.** *Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate.*

*Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement.*

*They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice, and for the profession.*

**d. Student Learning for Teacher Candidates.** *Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning*

**e. Knowledge and Skills for Other School Professionals.** *Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services.*

**f. Student Learning for Other School Professionals.** *Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.*

**g. Professional Dispositions for All Candidates.** *Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions.*

2. **Assessment System and Unit Evaluation.** The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and

improve the performance of candidates, the unit and its programs.

*a. **Assessment System.** The unit has an assessment system that reflects the conceptual framework(s) and professional and state standards and is regularly evaluated by its professional community. The unit's system includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit's operations and programs. Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion. The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.*

*b. **Data Collection, Analysis, and Evaluation.** The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The unit maintains records of formal candidate complaints and documentation of their resolution. The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution.*

*c. **Use of Data for Program Improvement.** The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes in programs and unit operations. Faculty have access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates and faculty respectively to help them reflect on and improve their performance and programs.*

3. Field Experiences and Clinical Practice. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

*a. **Collaboration between Unit and School Partners.** The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. The school and unit share expertise to support candidates' learning in field experiences and clinical practice.*

*b. **Design, Implementation, and Evaluation of Field Experiences and Clinical Practice.** Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards. They allow candidates to participate as teachers or other professional educators, as well as learners in the school setting.*

*Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. Criteria for school faculty are clear and known to all of the involved parties. School faculty are accomplished professionals who are prepared for their roles as mentors and supervisors.*

*Clinical faculty, which includes both higher education and P-12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and unit standards. Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology.*

*Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for*

which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.

**c. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn.** Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards identified in the unit's conceptual framework and affect student learning. Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning. Candidates and clinical faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Candidates and clinical faculty systematically examine results related to P-12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P-12 student learning. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.

Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

4. Diversity. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

**a. Design, Implementation, and Evaluation of Curriculum and Experiences.** The unit clearly articulates proficiencies related to diversity identified in the Unit's conceptual framework that candidates are expected to develop during their professional programs. Curriculum and field experiences provide a well-grounded framework for understanding diversity, including English language learners and students with exceptionalities. Candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including

*linguistically and culturally diverse students and students with exceptionalities. Candidates connect lessons, instruction, or services to students' experiences and cultures. They communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences. Candidates incorporate multiple perspectives in the subject matter being taught or services being provided. They develop a classroom and school climate that values diversity. Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. Candidate proficiencies related to diversity are assessed and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.*

**b. Experiences Working with Diverse Faculty.** *Candidates in conventional and distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty, both male and female, from at least two ethnic/racial groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.*

**c. Experiences Working with Diverse Candidates.** *Candidates engage in professional education experiences in conventional or distance learning programs with male and female candidates from different socioeconomic groups, and at least two ethnic/racial groups. They work together on committees and education projects related to education and the content areas. Affirmation of the value of diversity is shown through good-faith efforts the unit makes to increase or maintain a pool of candidates, both male and female, from diverse socio-economic and ethnic/racial groups.*

**d. Experiences Working with Diverse Students in P-12 Schools.** *Field experiences or clinical practice for both conventional and distance learning programs provide experiences with male and female P-12 students from different socioeconomic groups and at least two ethnic/racial groups. Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practices to develop and practice their knowledge, skills, and professional dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.*

5. Faculty Qualifications, Performance, and Development. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including

the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

*a. **Qualified Faculty.** Professional education faculty have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.*

*b. **Modeling Best Professional Practices in Teaching.** Professional education faculty have a thorough understanding of the content they teach. Teaching by professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching. Professional education faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Professional education faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess candidates' learning and performance.*

*c. **Modeling Best Professional Practices in Scholarship.** Most professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their units and institutions.*

*d. **Modeling Best Professional Practices in Service.** Most professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They collaborate with the professional world of practice in P-12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of educators. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.*

*e. **Unit Evaluation of Professional Education Faculty Performance.** The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve the faculty's teaching, scholarship*

and service.

*e. **Unit Facilitation of Professional Development:** Based on needs identified in faculty evaluation, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and other emerging practices.*

6. Unit Governance and Resources. The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

*a. **Unit Governance and Resources.** The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalog, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty in other units of the institution involved in the preparation of professional educators.*

*b. **Unit Budget.** The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.*

*c. **Personnel.** Workload policies, including class-size and on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides*

*adequate resources and opportunities for professional development of faculty, including training in the use of technology.*

*d. **Unit Facilities.** The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate's use of information technology in instruction.*

*e **Unit Resources including Technology.** The unit allocates resources across programs to prepare candidates to meet standards for their field. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Professional education faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.*