Revised Program X

Rule 24 Matrix Table of Alignment of Standards and Assessments



Name of Institution: Peru State College Date Submitted: May 1, 2021

Endorsement: MIDDLE LEVEL EDUCATION-Professional Education Courses Grade Levels: 5-9

Place an X in the box corresponding to the cours that meets the following requirements:	se	by t	he i	nstiti	ution	he ins for tout ad	he N	/lidd	lle L	.evel			-					-	_		_	
D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of which 12 semester hours shall be in professional education courses, not including student teaching, related to middle level education	EXAWIPLE: CHEM 101 or 102 3 CR	Educ 425 Middle Level Teach. Meth. (3)	Educ 430 Diff & Integrated Curr (3)	Educ 434 Content Lit. Across Curr (3)	Educ 438 Prof Coll w/Parents (3)	Educ 304 Practicum Middle Level (2)																
S1. Demonstrate knowledge and understanding of, and able to teach the concepts, skills, and processes of the Nebraska Content Standards in the areas of reading/writing, mathematics, science, and social studies for grades five through nine, and demonstrated knowledge of how these concepts, skills, and processes relate to the Nebraska Content Standards beyond the eighth grade in the areas of reading/writing, mathematics, science, and social studies.	the ate	x	x	x																		
S2. Young Adolescent Development – Middle level teach candidates understand, use and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge their practice. They demonstrate their ability to apply th knowledge when making curricular decisions, planning a implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescent	e in nis and	x	x			х																

Place an X in the box corresponding to the course that meets the following requirements:		by t	he i	cour nstite	utior	n for	the	Mic	ldle	Lev	el pı											ired an 35
<u>D</u> Certification Endorsement Requirements: This endorsement shall require a minimum of 36	CHEM 101 or 102 3 CR	Educ 425 Middle Level Teach. Meth. (3)	Educ 430 Diff & Integrated Curr (3)	Educ 434 Content Lit. Across Curr (3)	Educ 438 Prof Coll w/Parents (3)	Educ 304 Practicum Middle Level (2)																
E1. Knowledge of Young Adolescent Development – Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own	S	x	x		x																	
E2. Knowledge of the Implications of Diversity on Young Adolescent Development – Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.), and they participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.	e		x	x	x																	
E3. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction – Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.		х	x	х																		

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<u>D</u> Certification Endorsement Requirements: This endorsement shall require a minimum of 36	CHEM 101 or 102 3 CR Educ 475 Middle Level Teach. Meth. (3)	Educ 430 Diff & Integrated Curr (3)	Educ 434 Content Lit. Across Curr (3)	Educ 438 Prof Coll w/Parents (3)	Educ 304 Practicum Middle Level (2)																	
E4. Implications of Young Adolescent Development for Middle Level Programs and Practices – Middle level teacher candidates apply their knowledge of youn adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory program.		x																				
S2. Middle Level Philosophy and School Organization – Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.																						
E1. Middle Level Philosophical Foundations – Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level program and schools.		x		x																		

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E2. Middle Level Organization and Best Practices – Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.) They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.	x	х																			
S3. Middle Level Curriculum – Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language, and individual identities (e.g., race, ethnicity, culture,	x	х																			

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age, appearance, ability, socioeconomic status, etc. E1. Subject Matter Content Knowledge – Middle lev teacher candidates demonstrate a depth and breadth of subject matter content knowledge i the subjects they teach (e.g., English/language mathematics, science, social science). They incorporate information literacy skills and state the-art technologies into teaching their subject	vel in arts, e-of-		х	х																		
E2. Middle Level Student Standards – Middle level teacher candidates use their knowledge of loca state, and national standards to frame their teaching. They draw on their knowledge of the standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescent	ese	x	х	x																		
E3. Interdisciplinary Nature of Knowledge – Middle I teacher candidates demonstrate the interdisciplinary nature of knowledge by helpin young adolescents make connections among subject areas. They facilitate relationships amo content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunitie that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g. mathematics, social studies, health).	ng all ong	x	x	x																		

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E4. Reading in the Content Area – Middle level teacher candidates plan, organize, deliver, and assess content area reading strategies, demonstrate techniques for content area and grade level appropriate vocabulary instruction, and develop essential, grade level, content specific comprehension strategies for reading complex text.			х																		
S4. Middle Level Instruction and Assessment – Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, literacy skills, and technologies to meet the learning needs of all young adolescents.	х																				
E1. Content Pedagogy – Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.	х	х	х																		
E2. Middle Level Instructional Strategies – Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young	x	x	х	x	х																

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adolescents' local, national, and international histories, language, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.)																					
E3. Middle Level Assessment and Data-Informed Instruction – Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.	x	х	x																		
E4. Young Adolescent Motivation – Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.	x	x	х	х	х																

The institution must provide opportunities for middle level teacher candidates to demonstrate competencies and dispositions in at least one core academic area, **found on the content area matrix required for each area offered by the institution** in the areas listed in 006.38D1 – English Language Arts, Mathematics, Science, Social Science and 006.38D2 – Agriculture Education, BMIT, Family and Consumer Sciences, Industrial Technology Education, World Language.