Revised Program 2020

Rule 24 Matrix Table of Alignment of Standards and Assessments



Name of Institution: Peru State College

Date Submitted: May 1, 2020

Endorsement: **SECONDARY ENGLISH** Grade Levels: **7-12**

Total Hours Required by Rule 24: **36** Program Hours Required by Institution: **39** Endorsement Type: **SUBJECT**

Place an X in the box corresponding to the course that meets the following requirements:	List the instit								-															-	_	am	hou	rs r	equ	ired	l by	the	
<u>D</u> Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours of content and pedagogical content coursework in reading/literacy skills and strategies, writing, language, and literature.	EXAMPLE: CHEM 101 or 102 3 CR	Jiagnos	Eng 203 Lit. for Child. thru Adolescence (3)	Eng 222 World Literature to 1500 (3)	Eng 225 Short Story 13) Fng 201 Traditional Grammar (3)	Eng 305 Practicum in Composition (3)	Eng 322 British Literature I (3)	OR	Eng 323 British Literature II (3)	Eng 326 American Literature I (3)	OR	Eng 327 American Literature II (3)	Eng 357 Interpretive Reading (3)	Eng 418 Shakespeare (3)	Eng 302 Literary Theory (3)	Eng 450 English Seminar (3)	English Elective (3)	-	Educ 309 Secondary Practicum (2)	Educ 310 Secondary Methods (3)	Educ 434 Content Literacy Across Curr. (3)												
A. Demonstrate an understanding of and be able t teach the concepts, skills, and processes of read and writing as defined in the Nebraska Student Standards as per 92 NAC 10.																																	
S1. Candidates must demonstrate knowledge of Eng subject matter content that specifically includes literature and multimedia texts as well as knowl of the nature of adolescents as readers.	5																																
E1. Candidates are knowledgeable about texts — p and non-print texts, media texts, classic texts contemporary texts, including young adult — represent a range of world literatures, histor traditions, genres, and the experiences of different genders, ethnicities, and social class they are able to use literary theories to interpand critique a range of texts.	s, and that ical ses;		x	x x			x		x			x			x						x												

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E2. Candidates are knowledgeable about how adolescents read texts and make meaning the interaction with media environments.	rough		х																	х											
S2. Candidates demonstrate knowledge of English sumatter content that specifically includes language and writing as well as knowledge of adolescents language users.	ge																														
E1. Candidates can compose a range of formal an informal texts taking into consideration the interrelationships among form, audience, co and purpose; candidates understand that wr is a recursive process; candidates can use contemporary technologies and/or digital me to compose multimodal discourse.	ntext, iting			х	х	х							x		x	x				x											
E2. Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); understand the concept of dialect and are fa with relevant grammar systems (e.g., descrip and prescriptive); they understand principles language acquisition; they recognize the influof English language history on English conterthey understand the impact of language on society.	miliar itive of uence				х		x			x		x	x	x	x					x											
E3. Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environment	-		х			х														х											

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S3. Candidates plan instruction and design assessme for reading and the study of literature to promo learning for all students.																																	
E1. Candidates use their knowledge of theory, res and practice in English to plan standards-bas coherent and relevant learning experiences utilizing a range of different texts—across ge periods, forms, authors, cultures, and variou forms of media—and instructional strategies are motivating and accessible to all students, including English language learners, students special needs, students from diverse language learning backgrounds, those designated as hachieving, and those at risk of failure.	nres, s that with			x		x		x		×	x		x	x	x	x			x	x													
E2. Candidates design a range of authentic assess (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learned develop and that address interpretive, critical evaluative abilities in reading, writing, speaking listening, viewing, and presenting.	ers II, and	x	x				x									x					x												
E3. Candidates plan standards-based, coherent ar relevant learning experiences in reading that reflect knowledge of current theory and rese about the teaching and learning of reading a that utilize individual and collaborative approaches and a variety of reading strategic	arch nd	x																x	x	x	x												

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E4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	n	x				x	x												x	x	x											
E5. Candidates plan instruction that incorporates knowledge of language—structure, history, a conventions—to facilitate students' comprehension and interpretation of print a non-print texts.	and	x				x				х			х	x	х				x	x	x											
E6. Candidates plan instruction which, when appropriate, reflects curriculum integration incorporates interdisciplinary teaching meth and materials.		х																	x	x	x											
S4. Candidates plan instruction and design assessme for composing texts (i.e., oral, written, and visual promote learning for all students.																																
E1. Candidates use their knowledge of theory, research, and practice in English to plan standards-based, coherent, and relevant composing experiences that utilize individua collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audience	f						x										х				x											
E2. Candidates design a range of assessments for students that promote their development as							Х										х				x											

Place an X in the box corresponding to the course that meets the following requirements:	List t																-							-	grar	n he	ours	s red	quire	ed b	y th	ie
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writers, are appropriate to the writing task, a are consistent with current theory and resea Candidates are able to respond to student w in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.	rch.																															
E3. Candidates plan instruction related to the stra use of language conventions (grammar, usag mechanics) in the context of students' writin different audiences, purposes, and modalitie	e, and g for	х				х															х											
E4. Candidates plan instruction that incorporates students' home and community languages to enable skillful control over their rhetorical chand language practices for a variety of audie and purposes.	oices					X															x											
ss. Candidates plan, implement, assess, and reflect or research-based instruction that increases motive and active student engagement, builds sustaine learning of English language arts, and responds diverse students' context-based needs.	ation d																															
E1. Candidates plan and implement instruction bath on English language arts curricular requirement and standards, school and community contents and knowledge about students' linguistic and cultural backgrounds.	ents xts,		x	x	х			x		х	х		x		х						х											
E2. Candidates use data about their students' individual differences, identities, and funds of	of			х		х								х			х				х											

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knowledge for literacy learning to create incl learning environments that contextualize curriculum and instruction and help all stude participate actively in their own learning in English.																																	
E3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English; candidates communicate with students aboutheir performance in ways that actively involthem in their own learning.		x		х													х				x												
E4. Candidates select, create, and use a variety of instructional strategies and teaching resourc including contemporary technologies and digmedia, consistent with what is currently know about student learning in English.	es, gital	x			x			x							X						x												
S6. Candidates demonstrate knowledge of how theo and research about social justice, diversity, equi student identities, and schools as institutions caenhance students' opportunities to learn in Eng	ity, in																																
E1. Candidates plan and implement English and lit instruction that promotes social justice and congagement with complex issues related to maintaining a diverse, inclusive, equitable so	critical			x	x											х	х				х												
E2. Candidates use knowledge of theories and res to plan instruction responsive to students' lo national and international histories, individua	cal,	х		х	х			x			x					х	х				х												

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identities (e.g., race, ethnicity, gender expre age, appearance, ability, spiritual belief, sext orientation, socioeconomic status, and comr environment), and languages/dialects as the affect students' opportunities to learn in Eng	ual munity y									X			X																			
S7. Candidates are prepared to interact knowledgea with students, families, and colleagues based o social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communiti and actively develop as professional educators.	n																															
E1. Candidates model literate and ethical practice English teaching, and engage in/reflect on a variety of experiences related to English Langarts.		х					х										х				х											
E2. Candidates engage in and reflect on a variety experiences related to English Language Arts demonstrate understanding of and readines leadership, collaboration, ongoing profession development, and community engagement.	that s for																															