__New Program
__Revised Program

**Rule 24 Matrix
Table of Alignment of Standards and Assessments**

Name of Institution: Concordia University, Nebraska
Date Submitted:

Endorsement: English as a Second Language
Total Hours Required by Rule 24: 15

Program Hours Required by Institution: 15

Grade Levels: PK-12, PK-6, 4-9, 7-12
Endorsement Type: Supplemental

Endorsement Program Requirements: Nebraska teacher education institutions 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.
(For additional lines in each section, please go to the end of the row and press the tab key.)

006.23D Certification Endorsement Requirements:

This endorsement shall require a minimum of 15 semester hours of coursework 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).

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
EDUC 524 English as a Second Language Instruction, Curriculum and Assessment (3)	Final paper		X	X	X	X	
EDUC 525 English as a Second Language Instruction, Curriculum and Assessment (3)	Final Exam	Final Exam	X	X	X	X	
EDUC 526 Language and Culture (3)	Final Paper		X	X		X	
ENG 530 Linguistics for Educators (3)	Final Paper		X	X	X	X	
EDUC 527 Practicum in ESL (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Candidate Proficiencies (column group header)

006.23D1 Practicum. Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

Candidate Proficiencies

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning

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Standard/Description

Candidate Proficiencies

S1. Know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners' (ELLs) develop language and literacy and achieve in the content areas.

　E1. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

　E2. They understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content area achievement.

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content	Pedagogical	Skills	Dispositions	P-12 Student

			Knowledge	Knowledge			Learning
EDUC 524 English as a Second Language Instruction, Curriculum and Assessment (3)	Final paper		X	X	X	X	
EDUC 525 English as a Second Language Instruction, Curriculum and Assessment (3)	Final Exam	Final Exam	X	X	X	X	

Standard/Description

S2. Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

    E1. They know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Candidate Proficiencies

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
ENG 530 Linguistics for Educators (3)	Final Paper		X	X	X	X	
EDUC 527 Practicum in ESL (3)	ST Experience	Coop / Supervisor Evaluation	X	X	X	X	X

Standard/Description

S3. Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.

    E1. They know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multi-level classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

    E2. They know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. They support ELLs' access to the core curriculum by teaching language through academic content.

    E3. They are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Candidate Proficiencies

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
EDUC 524 English as a Second Language Instruction, Curriculum and Assessment (3)	Final paper		X	X	X	X	
EDUC 525 English as a Second Language Instruction, Curriculum and Assessment (3)	Final Exam	Final Exam	X	X	X	X	
EDUC 526 Language and Culture (3)	Final Paper		X	X		X	
ENG 530 Linguistics for Educators (3)	Final Paper		X	X	X	X	
EDUC 527 Practicum in ESL (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

			Candidate Proficiencies				

S4. Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

    E1. They demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

    E2. They know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

    E3. They know and can use a variety of performance-based assessment tools and techniques to inform instruction for use in the classroom.

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
EDUC 524 English as a Second Language Instruction, Curriculum and Assessment (3)	Final paper		X	X	X	X	
EDUC 525 English as a Second Language Instruction, Curriculum and Assessment (3)	Final Exam	Final Exam	X	X	X	X	
ENG 530 Linguistics for Educators (3)	Final Paper		X	X	X	X	
EDUC 527 Practicum in ESL (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

			Candidate Proficiencies				

S5. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

    E1. They demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

    E2. They take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
EDUC 524 English as a Second Language Instruction, Curriculum and Assessment (3)	Final paper		X	X	X	X	
EDUC 525 English as a Second Language Instruction, Curriculum and Assessment (3)	Final Exam	Final Exam	X	X	X	X	
EDUC 526 Language and Culture (3)	Final Paper		X	X		X	
ENG 530 Linguistics for Educators (3)	Final Paper		X	X	X	X	
EDUC 527 Practicum in ESL (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X