Rule 24 Matrix
Revised: March 2007
Table of Alignment of Standards and Assessments

Endorsement: ESL Undergraduate   **Grade Levels: K-12**   **Endorsement Type: Supplemental**
Total Hours Required by Rule 24: 15   **Program Hours Required by Institution:**   **Name of Institution:**

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 last column and press the tab key.)

Standard/Description							
006.19D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 undergraduate semester hours course work in English as a Second Language, English language/Linguistics, Cross-Cultural Communication, Methods in English as a Second Language, and Assessment and Evaluation of Second Language Learners. Applicants must present competence in a foreign language equivalent to two (2) semesters of post secondary foreign language course work or two (2) years of high school foreign language.			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6) EDUC 426 Language and Culture (3) ENG 231 Studies in the English Language (3) EDUC 399 ESL Student Teaching (3)	TESOL website reviews Final Exam Final Paper Final Paper ST Experience	Final Exam Coop / Supervisor Evaluation	X X X X	X X X X	X X X	X X X X	X

Standard/Description							
006.19D1 Clinical Experiences. Prospective teachers shall be engaged in clinical experiences at both the elementary and secondary levels.			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**

Standard/Description							
006.19D2 Practicum. Prospective teachers shall be engaged in a one semester practicum.			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**

Standard/Description							
A. Facilitate students and families' understanding of the new culture, including the educational system;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6) EDUC 426 Language and Culture (3) EDUC 399 ESL Student Teaching (3)	TESOL website reviews Final Exam Final Paper ST Experience	Final Exam Coop / Supervisor Evaluation	X X	X X	X X	X X X	X

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Standard/Description

B. Create linkages with families that enhance the educational experiences of their students;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

C. Create a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively in acquiring anti-bias strategies;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

D. Demonstrate knowledge of and sensitivity to socio-linguistic requirements as they change across cultures;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 426 Language and Culture (3)	Final Paper		X	X		X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

E. Demonstrate knowledge of American English syntax, morphology, variations, and spoken and written conventions;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
ENG 231 Studies in the English Language (3)	Final Paper		X	X	X		
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

F. Utilize knowledge of language and language development to: 1. Understand their students' growth in both their primary and new language. 2. Develop instructional strategies that promote language development, and 3. Modify the curriculum to best accommodate the needs of new language learners.			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

G. Demonstrate knowledge of basic federal and state laws related to limited English proficient students;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

H. Provide multiple paths to assist students in: 1. Developing language proficiency, 2. Learning the central concepts in each pertinent discipline, and 3. Building knowledge and strengthening their understanding of the various disciplines.			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

I. Utilize a variety of assessment methods to: 1. Obtain useful information about student placement, learning, and development, and 2. Assist students in reflecting on their own progress.			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

J. Create goals, design curricula and instruction, and facilitate student learning in specific content areas which builds on the student's linguistic and cultural diversity, and prior knowledge;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

K. Select from or create a variety of approaches, resources, and instructional strategies that allows students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

L. Engage in reflective thinking that engages them in analyzing, evaluating, and strengthening the quality of their own practice and programs;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

M. Consult and collaborate with colleagues in the advancement of knowledge and interpersonal skills, including strategies for modeling and advocating for the civil rights of students;			**Candidate Proficiencies**				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description

N. Utilize methodology and strategies for teaching students who have had no or limited school experiences;			Candidate Proficiencies				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X

Standard/Description							
O. Utilize methodology and strategies for teaching reading to second language learners, including both students who are literate and those who are non-literate in their first language.			Candidate Proficiencies				
Course #, Title, and Credits	**Course Assessment(s)**	**Key Program Assessment(s)**	**Content Knowledge**	**Pedagogical Knowledge**	**Skills**	**Dispositions**	**P-12 Student Learning**
EDUC 425 A/B English as a Second Language Instruction, Curriculum and Assessment (6)	TESOL website reviews Final Exam	Final Exam	X	X	X	X	
EDUC 399 ESL Student Teaching (3)	ST Experience	Coop / Supervisor Evaluation		X	X	X	X