

☐ New Program  
☐ Revised Program

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

**Name of Institution:** Concordia University, Nebraska  
**Date Submitted:** June, 2012

**Endorsement:** Elementary Education  
**Total Hours Required by Rule 24:** 70

**Program Hours Required by Institution:** 76

**Grade Levels:** K-6 (K-8 in self contained classrooms)  
**Endorsement Type:** Field

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.

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**006.21D Certification Endorsement Requirements:**

This endorsement shall require professional education coursework related to teaching children from kindergarten through grade eight and academic course work in all areas of the elementary curriculum.

006.21D1 A minimum of 40 semester hours of professional education course work shall include the following:  
006.21D1a Child growth and development;  
006.21D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum;  
006.21D1c Instructional strategies that are adapted for diverse students;  
006.21D1d Organization and management of the classroom;  
006.21D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and  
006.21D1f History, trends, and societal and cultural issues which impact elementary education.

**Candidate Proficiencies**

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ-101 Teaching as a Profession (1) Educ-201 Introduction to Education (3) EDPS-210 Educational Psychology and General Methods (2) Psy-324 Psychology of Exceptionality & Multiculturalism (3) Educ-424 Teaching Diverse Learners (2) Theo-381 Christian Teacher's Ministry (2) Psy-211 Child Development and Psychology (2) Art-301 Methods in Art Education (1) Math-301 Concepts of Mathematics II (3) Educ-461 Literacy Instruction, Assessment & Intervention (6) Educ-425A Foreign Language Instruction, Curriculum, Assessment (3) HHP-363 Health Methods in the Elementary School (1) HHP-364 PE Methods in the Elementary School							

(1) Educ-363 Teacher Laboratory-Elementary Methods (6) Educ-381-384 Elementary Student Teaching (10)							
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<a href="#">006.21D2</a> A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of 6 semester hours is required in each of the four areas. Course work in the four core areas includes: <a href="#">006.21D2a</a> Communication, including literature, composition, and speech; <a href="#">006.21D2b</a> Mathematics; <a href="#">006.21D2c</a> Natural sciences; and <a href="#">006.21D2d</a> Social sciences.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Eng-102 Experiences in Writing (3) Eng-201 Introduction to Literature (3) Math-201 Concepts of Mathematics I (3) Math-301 Concepts of Mathematics II (3) 6 hours of natural sciences is required in biology, chemistry, and/or physics for general education 3 hours of history – American Civilization or World Civilization 6 hours of social science is required in two different areas of sociology, psychology, economics, geography, and political science 3 hours of global/multicultural studies – Global Issues or Cultural Anthropology							

<a href="#">006.21D3</a> In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas: <a href="#">006.21D3a</a> Fine arts and humanities, and; <a href="#">006.21D3b</a> Health and wellness.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
6 hours of coursework is required and must be taken from two different areas of music, art, and theater arts 6 hours of humanities - Rel-121 History and Literature of the Old Testament (3) and Rel-131 History and Literature of the New Testament (3) 2 hours of coursework is required and must include lifetime wellness and a choice from activity courses, fitness courses, or health topics courses							

<u>Standard/Description</u>							
A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of reading and writing, mathematics, science, and social studies in the content standards through grade eight as defined by the Nebraska State Board of Education.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ-461 Literacy Instruction, Assessment & Intervention (6)	Capstone	Capstone	X	X	X	X	X
Educ-363 Teacher Laboratory-Elementary Methods (6)	Lesson plans, unit plan, reflections	Teacher Work Sample	X	x	X	X	X

<u>Standard/Description</u>							
B. Demonstrate academic background knowledge in all areas of the elementary curriculum and be able to utilize the knowledge, skills, and processes of: 1. communication, including literature, composition, and speech; 2. health and wellness; 3. mathematics; 4. natural sciences; 5. social sciences; and 6. fine arts.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Eng-102 Experiences in Writing (3)			X		X		
Eng-201 Introduction to Literature (3)			X		X		
2 hours of coursework is required and must include lifetime wellness and a choice from activity courses, fitness courses, or health topics courses			X				
Math-201 Concepts of Mathematics I (3)			X		X		
Math-301 Concepts of Mathematics II (3)			X		X		
6 hours of natural sciences is required in biology, chemistry, and/or physics			X		X		
6 hours of social science is required in two different areas of sociology, psychology, economics, geography, and political science			X				
6 hours of coursework is required and must be taken from two different areas of music, art, and theater arts			X		X		

<u>Standard/Description</u>							
C. Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning

Educ-461 Literacy Instruction, Assessment & Intervention (6)	Capstone	Capstone	X	X	X	X	X
Educ-363 Teacher Laboratory-Elementary Methods (6)	Unit plan, lesson plans, First Day Project	TWS	X	X	X	X	X
Educ-424 Teaching Diverse Learners (2)	Lesson plan, reflections	Field Experience	X	X	x	X	X
Psy-324 Psychology of Exceptionality & Multiculturalism (3)	Tests	Field Experience	X	X		X	X
Psy-211 Child Development and Psychology (2)	Tests, child observation		x	x		x	

Standard/Description							
<p><b>D. Demonstrate competence in the following curricular areas:</b></p> <ol style="list-style-type: none"> <li><b>Reading, Writing, and Oral Language</b> – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;</li> <li><b>Science</b> – Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;</li> <li><b>Mathematics</b> – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage in problem solving, reasoning and proof, communication, connections, and representation;</li> <li><b>Social studies</b> – Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;</li> <li><b>Arts</b> – Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;</li> <li><b>Health education</b> – Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;</li> <li><b>Physical education</b> – Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</li> </ol>			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ-461 Literacy Instruction, Assessment & Intervention (6)	Capstone	Capstone	X	X	X		
Educ-363 Teacher Laboratory-Elementary Methods (6) – includes, science, math, social studies, music, and general methods	Lesson plans, unit plan	TWS	X	X	X		
Math-301 Concepts of Mathematics II (3)			X	X	X		
HHP-363 Health Methods in the Elementary	Peer Teaching		X	X	X		

School (1) HHP-364 PE Methods in the Elementary School (1) Art-301 Methods in Art Education (1) <b>Student Teacher (just added)</b>	Peer Teaching		X	X	X		
	Unit plan		X	X	X		
	Final Evaluation	Final evaluation	X	X	X		X

Standard/Description							
<p>E. Demonstrate proficiency in instruction-related competencies, including:</p> <ol style="list-style-type: none"> <li><b>Integrating and applying knowledge for instruction</b> – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</li> <li><b>Adaptation to diverse students</b> – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</li> <li><b>Development of critical thinking and problem solving</b> – Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;</li> <li><b>Active engagement in learning</b> – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</li> <li><b>Communication to foster collaboration</b> – Candidates use their knowledge and understanding of effective verbal, nonverbal, and digital communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</li> <li><b>Integration of media and technology</b> - Candidates know how to use a variety of media communication tools, including audio-visual aids and computer-based technologies, to enrich learning opportunities for all students.</li> </ol>			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ-461 Literacy Instruction, Assessment & Intervention (6) Educ-363 Teacher Laboratory-Elementary Methods (6) Educ-424 Teaching Diverse Learners (2) EDPS-210 Educational Psychology and General Methods (2)	Capstone	Capstone	X	X	X	X	X
	Unit plan, lesson plans	TWS	X	X	X	X	X
	Unit plan, reflections	Field Experience	X	X	X	X	X
	Lesson plan, research review, journals		X			X	X

Standard/Description							
<p>F. Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <ol style="list-style-type: none"> <li>Skills in preparing, interpreting, and utilizing multiple teacher-made assessments for the purpose of planning instruction, implementing interventions, and increasing student achievement;</li> <li>Standardized, criterion referenced, formative, summative, classroom, and curriculum-based assessment tools for the purpose of improving student learning;</li> </ol>			Candidate Proficiencies				

Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ-461 Literacy Instruction, Assessment & Intervention (6)	Capstone	Capstone	X	X	X	X	X
Educ-363 Teacher Laboratory-Elementary Methods (6)	Teacher Work Sample, unit plan	TWS	X	X	X	X	X
Educ-424 Teaching Diverse Learners (2)	Lesson plan, pre-referral, IEP, Transition Plans	Field experience	X	X	X	X	X
EDPS-210 Educational Psychology and General Methods (2)	Objective exam		X				

Standard/Description							
<p><b>G. Demonstrate professionalism, with an emphasis in the following areas:</b></p> <p><b>1. Professional growth, reflection, and evaluation</b> – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p><b>2. Collaboration with families, colleagues, and community agencies</b> – Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p> <p><b>3. Diversity</b> - Candidates demonstrate an understanding of and are able to apply methods and techniques for identifying and correcting implied or overt ethnic, religious, racial, socio-economic, or gender bias in materials and activities and for promoting understanding and acceptance of all peoples.</p>			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ-461 Literacy Instruction, Assessment & Intervention (6)	Capstone	Capstone	X	X	X	X	X
Educ-363 Teacher Laboratory-Elementary Methods (6)	Reflections, teacher work sample, First Day Project	TWS	X	X	X	X	X
Psy 324 Psychology of Exceptionality (3)	Exams	Field experience	X	X	X	X	X
Educ-424 Teaching Diverse Learners (2)	Cross cultural paper, lesson plan, reflections		X	X	X	X	X
EDPS-210 Educational Psychology and General Methods (2)	Lesson plan, exams, journal		X			X	

Standard/Description							
<p><b>H. Demonstrate an understanding of historical, philosophical, and contemporary backgrounds in elementary education.</b></p>			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ-201 Introduction to Education (3)	Philosophy application, history project, Education reform debate		X		X	X	

<u>Standard/Description</u>							
<b>I. Participate in clinical experiences.</b> Prospective teachers should be engaged in clinical experiences interpreting the knowledge and skills in standards C through H and which include interactions with: <ol style="list-style-type: none"> <li>students in primary (K-3) and intermediate grades; and</li> <li>children and young adolescents representing diverse populations.</li> </ol>			<b>Candidate Proficiencies</b>				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ-101 Teaching as a Profession (1) (10 hrs)	Reflection		X			X	
EDPS-210 Educational Psychology and General Methods (2) (25 hrs)	Short form evaluation	Field experience	X			X	
Psy-324 Psychology of Exceptionality & Multiculturalism (3) (15 hrs)	Short form evaluation	Field experience	X	X	X	X	X
Educ-424 Teaching Diverse Learners (2) (15 hrs)	Short form evaluation	Field experience	X	X	X	X	X
Educ-461 Content Area Literacy (6) (35 hrs)	Long form evaluation	Field experience	X	X	X	X	X
Educ-363 Teacher Laboratory-Elementary Methods (6)	Final evaluation	Final evaluation	X	X	X	X	X
Educ-381-384 Elementary Student Teaching (10)	Final evaluation	Final evaluation	X	X	X	X	X