

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

Endorsement: Reading Specialist
Total Hours Required by Rule 24: 30

Grade Levels: PreK-12
Program Hours Required by Institution: 30

Endorsement Type: Subject
Name of Institution: Concordia University, Nebraska

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.)

<u>Standard/Description</u>							
006.50D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses. In addition, this endorsement requires clinical experiences appropriate for the endorsement level. 006.50D1 Additional Requirements: An applicant for this endorsement shall have a regular teaching certificate and two years of teaching experience.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 501, Contemporary Thought in Education (3) Educ 594, Research Evaluation and Design (3) Psy 511, Psychological Foundations of Teaching and Learning (3) Soc/Theo 565, Serving and Leading in Church and World (3) Educ 565, The Young Child, Language and Literacy (3) Educ 566, Reading in the Middle and Secondary School (3) Educ 568, Practicum in Reading Instruction and Assessment (6) Eng 521, Teaching Writing PK-12 (3) Educ 535, Survey of Contemporary Literature PK-12 (3)							

<u>Standard/Description</u>							
A. Demonstrate knowledge and understanding of the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards from grade one through grade twelve;			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 565, The Young Child, Language and Literacy (3) Educ 566, Reading in the Middle and Secondary School (3)	Project	Criteria Sheet (points)	X	X	X		

<u>Standard/Description</u>							
B. Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction, including being able to refer to major theories in the foundational areas as they relate to reading. Candidates can explain, compare, contrast, and critique the theories;			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Psy 511, Psychological Foundations of Teaching and Learning (3) Educ 565, The Young Child and Literacy (3) Educ 566, Reading in the Middle and Secondary School (3)	Unit Modification	Criteria Sheet (points)	X	X	X		

<u>Standard/Description</u>

C. Demonstrate knowledge of reading research and histories of reading, including being able to recognize, summarize, and analyze seminal research studies and the history of reading methods and materials. Candidates are able to articulate how teaching practices relate to reading research;			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 594, Research Evaluation and Design (3) Psy 511, Psychological Foundations of Teaching and Learning (3)							

Standard/Description							
D. Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity, including being able to identify, explain, compare, and contrast the theories and research in the areas of language development and cultural and linguistic diversity, as they relate to reading instruction;			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 565, The Young Child, Language and Literacy (3) Educ 566, Reading in the Middle and Secondary School (3)							

Standard/Description							
E. Demonstrate knowledge of the major components of reading (including phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in effective reading, including being able to identify students' strengths and needs in integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading. Candidates can articulate the research that grounds their practice and recommendations;			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 565, The Young child, Language and Literacy (3), Educ 566, Reading in the Middle and Secondary School (3)	Project Lesson Plan	Criteria Sheet (points) Criteria Sheet (points)	X X	X X	X X	X	X

Standard/Description							
F. Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes, including being able to support classroom teachers and paraprofessionals in the use of instructional grouping options. Candidates are able to help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students;			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Psy 511, Psychological Foundations of Teaching and Learning (3)							

Standard/Description

G. Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds, including being able to support classroom teachers and paraprofessionals in these areas. Candidates are able to coach teachers in the selection and use of appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching;			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Psy 511, Psychological Foundations of Teaching and Learning (3) Educ 565, The Young Child, Language and Literacy (3) Educ 566, Reading in the Middle and Secondary School (3) Soc/Theo 565, Serving and Leading in Church and World (3)							

<u>Standard/Description</u>			Candidate Proficiencies				
H. Evaluate and use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds, including being able to: 1. Support classroom teachers and paraprofessionals in the use of a wide range of appropriate curriculum materials; and 2. Assist teachers in identifying, selecting, and demonstrating evidence-based practices for use with students at all instructional levels.							
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 565, The Young Child, Language and Literacy (3) Educ 566, Reading in the Middle and Secondary School (3) Theo 565, Serving and Leading in Church and World (3)							

<u>Standard/Description</u>			Candidate Proficiencies				
I. Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools, and being able to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Candidates are able to demonstrate appropriate use of assessments in their practice, and they can train certified personnel to administer and interpret these assessments;							
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 568, Practicum in Reading Instruction and Assessment (6)	Case Study	Criteria Sheet (points)	X	X	X	X	X

<u>Standard/Description</u>			Candidate Proficiencies				
J. Place students along a developmental continuum and identify students' proficiencies and difficulties, including being able to: 1. Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. Candidates are able to recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services; and 2. Support the classroom teacher in the assessment of individual students. Candidates are able to extend the assessment to further determine proficiencies and difficulties for appropriate services.							
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 568, Practicum in Reading Instruction and Assessment (6)	Practicum Log	Criteria Sheet (points)	X	X	X	X	X

<u>Standard/Description</u>

K. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds, including being able to: 1. Analyze, compare, contrast and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle; and 2. Assist the classroom teacher in using assessment to plan instruction for all students. Candidates are able to use in-depth assessment information to plan individual instruction for diverse readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading 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 568, Practicum in Reading Instruction and Assessment (6)	Practicum Evaluation	Practicum Evaluation Form (Summative)	X	X	X	X	X

Standard/Description							
L. Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, public officials, community, etc.), including being able to: 1. Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators. 2. Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 568, Practicum in Reading Instruction and Assessment (6)	Report of Case Study Letter to Parents	Criteria Sheet (points)	X	X	X	X	X
	Case Study Report	Criteria Sheet (points)	X	X	X	X	X

Standard/Description							
M. Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program, including being able to: 1. Assist certified personnel and paraprofessionals in selecting materials that match the reading levels, interests, and cultural and linguistic background of students. 2. Use technology to gather and to use this information in instructional planning. Candidates can articulate the research base that grounds their practice.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 568, Practicum in Reading Instruction and Assessment (6)							

Standard/Description							
N. Select and use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds, including being able to assist certified personnel in their selection and use. Candidates can articulate the research that grounds their practice.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 565, The Young Child, Language and Literacy (3) Educ 566, Reading in the Middle and Secondary School (3)							

Standard/Description

O. Model reading and writing as valued lifelong activities, including being able to: 1. Read aloud enthusiastically and fluently when reading to students; 2. Model and share the use of reading and writing for real purposes in daily life. Candidates are able to use think-alouds to demonstrate good reading and writing strategies; and 3. Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Candidates are able to assist teachers and paraprofessionals to model reading and writing as valued lifelong activities and articulate the research that supports this.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 565, The Young Child, Language and Literacy (3) Educ 566, Reading in the Middle and Secondary School (3),							

Standard/Description							
P. Motivate learners to be lifelong readers, including being able to use methods to effectively revise instructional plans to motivate all students. Candidates are able to assist certified personnel in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Psy 511, Psychological Foundations of Teaching and Learning (3), Educ 568, Practicum in Reading Instruction and Assessment (6)	Unit Modification Practicum Log	Criteria Sheet (points) Criteria Sheet (points)	X X	X X	X X	X	X

Standard/Description							
Q. Display positive dispositions related to reading and the teaching of reading, including being able to: 1. Articulate the importance of collaborating with families, colleagues, and communities to support students' learning; and 2. Articulate the theories related to the connections between the ethical and caring attitudes of teachers' dispositions and student achievement.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 568, Practicum in Reading Instruction and Assessment (6), Educ 565, The Young Child, Language and Literacy (3) Educ 566, Reading in the Middle and Secondary School (3), Psy 511, Psychological Foundations of Teaching and Learning (3)	Case Study Report Letter to Parents	Criteria Sheet (points)	X	X	X	X	X

Standard/Description

R. Continue to pursue the development of professional knowledge and dispositions, including being able to: 1. Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. Candidates are able to plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators; school boards; and local, state, and federal policymaking bodies; and 2. Conduct professional study groups for certified and paraprofessional personnel along with assisting them in identifying, planning, and implementing professional development. Candidates are advocates for the advancement of the professional research base and the expansion of knowledge-based practices.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 594, Research Evaluation and Design (3), Educ 501, Contemporary Thought in Education (3) Psy 511, Psychological Foundations of Teaching and Learning (3)	Research Proposal Debate	Criteria Sheet (points) Criteria Sheet (points)	X x		X	X	

<u>Standard/Description</u>							
S. Work with colleagues to observe, evaluate, model, and provide feedback collaboratively, including being able to: 1. Demonstrate interpersonal, consultative, and program management skills for coordination of professional development in literacy education. 2. Provide positive and constructive assistance to certified personnel and paraprofessionals through observation, modeling, feedback, and resource materials.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Educ 568, Practicum in Reading Instruction and Assessment (6), Soc/Theo 565, Serving and Leading in Church and World (3)							

<u>Standard/Description</u>							
T. Participate in, initiate, implement, and evaluate professional development programs, including being able to exhibit leadership skills in professional development. Candidates are able to plan, implement, and evaluate professional development efforts at the grade, school, and/or district levels. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Psy 511, Psychological Foundations of Teaching and Learning (3), Soc/Theo 565, Serving and Leading in Church and World (3)	Staff Development Presentation	Criteria Sheet (points)	X	X	X		