

Rule 24 Matrix
Form Revised by NDE: March 2007
Matrix Reviewed by WSC: May 2009 – Dr. Alan Bruflat
Table of Alignment of Standards and Assessments

Endorsement: Foreign Language
Total Hours Required by Rule 24: 30

Grade Levels: K-8, 7-12, K-12
Program Hours Required by Institution: 30

Endorsement Type: Subject
Name of Institution: Wayne State College

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.

<u>Standard/Description</u>			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
006.23D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in the foreign language for either the K-8 or 7-12 endorsement. Those candidates seeking a K-12 endorsement must complete coursework and clinical experiences which address elementary and secondary levels.							
<u>French</u>							
FRE 210 Intermediate French I (3)	Exams (A1, A2)	GPA	X		X		
FRE 220 Intermediate French II (3)	Exams (A1, A2)	GPA	X		X		
FRE 230 Conversation and Composition (3)	Compositions (A4)	GPA	X		X		
FRE 313 French Civilization I (3)	Exams (A4)	GPA	X		X		
FRE Electives – 300 level or above (16)	Exams (A4), Presentations (A3)	GPA	X		X		
Two hours of lab (215, 350) must be taken (2)	Reports (A4)	GPA	X		X		
Total = 30 hours							
<u>Spanish</u>							
SPA 210 Intermediate Spanish I (3)	Exams (A1, A2)	GPA	X		X		
SPA 220 Intermediate Spanish II (3)	Exams (A1, A2)	GPA	X		X		
SPA 230 Conversation and Composition (3)	Compositions (A4)	GPA	X		X		
SPA 301 Spanish Civilization (3) OR SPA 302 Spanish-American Civilization (3)	Exams (A4), Presentations (A3)	GPA	X		X		
SPA 305 Advanced Grammar and Composition (3)	Compositions (A4)	GPA	X		X		
SPA 317 Spanish Literature OR SPA 333 Survey of Spanish American Literature (3)	Exams (A4), Oral Presentations (A3)	GPA	X		X		
3 hours of lab (215, 350) must be taken (3)	Reports (A4)	GPA	X		X		
SPA Electives – 300 level or above (9)	Exams (A4)	GPA	X		X		
Total = 30 hours							
Professional Education: EDU 409 Content Area Methods and Materials (2) EDU 323 Practicum (1) EDU 410 Directed Teaching (6)	Oral Presentations & Microteaching (A3-A4) (409)	GPA	X	X	X	X	

Standard/Description							
<p>A. Demonstrate Advanced-Low level of proficiency in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level for Arabic, Chinese, Japanese, and/or Korean; French, German, Hebrew, Italian, Portuguese, Russian, and Spanish candidates are able to:</p> <p>1. a. Participate actively in most informal and some formal conversations dealing with topics related to school, home, and leisure activities, and to a lesser degree, those related to events of work, current, public, and personal interest; narrate and describe in present, past, and future time frames, but control of aspect may be lacking at times; combine and link sentences into connected discourse of paragraph length; handle appropriately a routine situation or familiar communicative task that presents a complication or unexpected turn of events; and be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement;</p> <p>b. Arabic, Chinese, Japanese, and Korean candidates are able to: handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; handle the tasks pertaining to the Advanced level, but performance of these tasks will exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; and be generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.</p> <p>2. Candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of the message; For readers of target languages that use a Roman alphabet, including classical languages (Latin and Greek), candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of text; For readers of target languages that use a non-Roman alphabet or characters, candidates identify main ideas and most important details, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s);</p> <p>3. Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extra linguistic support as needed to facilitate audience comprehension (e.g., visuals);</p> <p>4. For target languages that use the Roman alphabet, candidates write at the Advanced-Low level on the ACTFL scale. They are able to write about familiar topics by means of narratives, descriptions and summaries of a factual nature in major time frames with some control of aspect; combine sentences in texts of paragraph length; incorporate a limited number of cohesive devices; writing demonstrates control of simple target-language sentence structures and partial control of more complex syntactic structures; and writing is understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text; For target languages that use a non-Roman alphabet or characters, candidates write at the Intermediate-High level on the ACTFL scale. They meet all practical writing needs (uncomplicated letters, simple summaries, compositions related to work, school, and topics of current and general interest); connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated; write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies; and writing is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur;</p> <p>5. Candidates maintain and enhance proficiency by interacting in the target language outside of the classroom, reading, and using technology to access target language communities;</p>				Candidate proficiencies			
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
SPA 210 Intermediate Spanish I (3)	Exams (A1, A2)	GPA	X		X		
SPA 220 Intermediate Spanish II (3)	Exams (A1, A2)	GPA	X		X		
SPA 215/350 Lab (1)	Reports (A4)	GPA	X		X		
SPA 230 Composition and Conversation (3)	Compositions (A4)	GPA	X		X		
SPA 301 Spanish Civilization (3)	Exams (A1), Oral Presentations (A3)	GPA	X		X		
SPA 302 Spanish American Civilization (3)	Exams (A1), Oral Presentations (A3)	GPA	X		X		
SPA 317 Spanish Literature (3)	Exams (A1)	GPA	X		X		
SPA 316 Introduction to Hispanic Literature (3) (elective)	Exams (A1)	GPA	X		X		

SPA 333 Spanish American Literature (3)	Exams (A1), Oral Presentations (A3)	GPA	X		X		
SPA 305 Advanced Grammar and Composition (3)	Compositions (A4)	GPA	X		X		
SPA 340/440 Special Topics (203) (elective)	Exams (A1), Oral Presentations (A3)	GPA	X		X		
FRE 210 Intermediate French I (3)	Exams (A1, A2)	GPA	X		X		
FRE 220 Intermediate French II (3)	Exams (A1, A2)	GPA	X		X		
FRE 215/350 Lab (1)	Reports (A4)	GPA	X		X		
FRE 230 Conversation and Composition (3)	Compositions (A4), Oral Presentations (A3)	GPA	X		X		
FRE 313 French Civilization I (3)	Exams (A1)	GPA	X		X		
FRE 314 French Civilization II (3)	Exams (A1)	GPA	X		X		
FRE 316 Approaches to French Literature (3) (elective)	Exams (A1)	GPA	X		X		
FRE 340/440 Special Topics (2-3)	Exams (A1)	GPA	X		X		
FRE 383 French Film and Literature (3) (elective)	Exams (A1), Oral Presentations (A3)	GPA	X		X		
FRE 415 Advanced Composition and Translation (3) (elective)	Compositions (A4)	GPA	X		X		

Standard/Description							
B. Demonstrate knowledge of linguistic elements of the target language system and recognize the changing nature of language;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
SPA 210 Intermediate Spanish I (3)	Exams	GPA	X		X		
SPA 220 Intermediate Spanish II (3)	Exams	GPA	X		X		
SPA 305 Advanced Grammar and Composition (3)	Compositions	GPA	X		X		
FRE 210 Intermediate French I (3)	Exams	GPA	X		X		
FRE 220 Intermediate French II (3)	Exams	GPA	X		X		
FRE 415 Advanced Composition and Translation (3) (elective)	Compositions	GPA	X		X		

Standard/Description			Candidate proficiencies				
C. Describe the similarities and differences between the target language and other languages, and identify the key differences between the varieties of the target language;			Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
SPA 210 Intermediate Spanish I (3)	Exams	GPA	X		X		
SPA 220 Intermediate Spanish II (3)	Exams	GPA	X		X		
SPA 305 Advanced Grammar and Composition (3)	Compositions	GPA	X		X		
SPA 340/440 Special Topics (2-3)	Exams	GPA	X		X		
FRE 210 Intermediate French I (3)	Exams	GPA	X		X		
FRE 220 Intermediate French II (3)	Exams	GPA	X		X		
FRE 415 Advanced Composition and Translation (3) (elective)	Compositions	GPA	X		X		
FRE 340/440 Special Topics (2-3)	Exams	GPA	X		X		

Standard/Description			Candidate proficiencies				
D. Describe the connections among the perspectives of culture and its practices and products, and integrate the cultural framework for foreign language standards into instructional practices;			Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
SPA 301 Spanish Civilization (3)	Exams	GPA	X		X		
SPA 302 Spanish American Civilization (3)	Exams, Oral Presentations	GPA	X		X		
FRE 313 French Civilization I (3)	Exams	GPA	X		X		
FRE French Civilization II (3)	Exams	GPA	X		X		

Standard/Description			Candidate proficiencies				
E. Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time;			Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
SPA 317 Spanish Literature (3)	Exams	GPA	X		X		
SPA 316 Introduction to Hispanic Literature (3) (elective)	Exams	GPA	X		X		
SPA 333 Spanish American Literature (3)	Exams, Oral Presentations	GPA	X		X		
FRE 316 Approaches to French Literature (3) (elective)	Exams	GPA	X		X		
FRE 340/440 Special Topics (2-3)	Exams	GPA	X		X		
FRE 383 French Film and Literature (3) (elective)	Exams, Oral Presentations	GPA	X		X		

Standard/Description							
F. Integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
SPA 317 Spanish Literature (3)	Exams	GPA	X		X		
SPA 316 Introduction to Hispanic Literature (3) (elective)	Exams	GPA	X		X		
SPA 333 Spanish American Literature (3)	Exams, Oral Presentations	GPA	X		X		
SPA 304 Spanish for Business (3) (elective)	Exams, Compositions	GPA	X		X		
FRE 316 Approaches to French Literature (3) (elective)	Exams	GPA	X		X		
FRE 340/440 Special Topics (2-3)	Exams	GPA	X		X		
FRE 383 French Film and Literature (3) (elective)	Exams, Oral Presentations	GPA	X		X		

Standard/Description							
G. Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive, engaging, and active learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
EDU 409 Content Area Methods and Materials (2)	Microteaching Exams Projects	GPA	X	X	X	X	

Standard/Description							
H. Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners, including activities that promote critical thinking and problem-solving skills;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
EDU 409 Content Area Methods and Materials (2)	Microteaching Exams Projects Lesson Planning	GPA	X	X	X	X	

Standard/Description							
I. Demonstrate an understanding of national, state and local standards, and integrate them into curricular planning;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
EDU 409 Content Area Methods and Materials (2)	Microteaching Exams Projects Lesson Planning	GPA	X	X	X	X	
EDU 410 Student Teaching (6)	Observer Evaluations	GPA	X	X	X	X	X

Standard/Description			Candidate proficiencies				
J. Integrate national, state, and local standards into language instruction;			Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
EDU 409 Content Area Methods and Materials (2)	Microteaching Exams Projects Lesson Planning	GPA	X	X	X	X	
EDU 410 Student Teaching (6)	Observer Evaluation	GPA	X	X	X	X	X

Standard/Description			Candidate proficiencies				
K. Use standards and curricular goals to evaluate, select, design, and adapt instructional resources;			Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
EDU 409 Content Area Methods and Materials (2)	Microteaching Exams Projects Lesson Planning	GPA	X	X	X	X	
EDU 410 Student Teaching (6)	Observer Evaluation	GPA	X	X	X	X	X

Standard/Description			Candidate proficiencies				
L. Demonstrate an understanding of the value of ongoing assessment, and demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures;			Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
EDU 409 Content Area Methods and Materials (2)	Microteaching Exams Projects Lesson Planning	GPA	X	X	X	X	
EDU 410 Student Teaching (6)	Observer Evaluation	GPA	X	X	X	X	X

Standard/Description			Candidate proficiencies				
M. Reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction;			Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
EDU 409 Content Area Methods and Materials (2)	Microteaching Exams Projects Lesson Planning	GPA	X	X	X	X	
EDU 410 Student Teaching (6)	Observer Evaluation	GPA	X	X	X	X	X

Standard/Description							
N. Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
EDU 410 Student Teaching (6)	Observer Evaluation	GPA	X	X	X	X	X

Standard/Description							
O. Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on instructional practices, including the use of technology; P. Describe the value of foreign language learning to the overall success of all students and describe the ways in which foreign language teachers are advocates of the field with students, colleagues, and members of the community;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
EDU 409 Content Area Methods and Materials (2)	Microteaching Exams Projects Lesson Planning	GPA	X	X	X	X	
EDU 410 Student Teaching (6)	Observer Evaluation	GPA	X	X	X	X	X

Standard/Description							
Q. Work with families, other professionals, and diverse communities, including the ability to foster relationships and collaborative skills with families, colleagues, and community agencies to support foreign language acquisition;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
EDU 410 Student Teaching (6)	Observer Evaluation	GPA	X	X	X	X	X

Standard/Description							
R. Field and Clinical Experiences: The program should provide applicants with opportunities to observe and participate in a variety of settings (e.g., public, and/or private school classrooms, community agencies, and/or businesses) where foreign language instruction is occurring or the applicant is engaged in utilization of the target language;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
EDU 409 Content Area Methods and Materials (2)	Microteaching Exams Projects Lesson Planning	GPA	X	X	X	X	
EDU 410 Student Teaching (6)	Observer Evaluation	GPA	X	X	X	X	X