

**Competencies for Entry Level
Secondary Language Arts Teachers
NMSU College of Education
Competency Matrix**

	C O M M	T H R	E N G	C O M M	C O M M	C E P	C E P	E D U C	E D U C	E N G	E N G	E N G	E N G	E N G	E N G	E N G	E N G	E N G	J O U R	L I N G	R D G	S P E D	
	2 5 3 / 2 6 5	3 6 0	2 2 0 / 3 0 4 / 3 0 6	3 7 6	3 8 4	1 1 0	2 1 0	3 1 5	4 6 0	1 1 1	2 1 1 / 3 1 1	2 5 1 / 2 5 2	4 0 1 t o 4 0 4	3 3 8 / 3 3 9 / 3 4 1 / 3 9 4	4 0 8 / 4 0 9	4 1 6	4 5 1	4 7 0	1 0 5	2 0 0	4 1 4	3 2 0	
Language Development																							
That growth in language maturity is a developmental process.																							
Understand these developmental theories and processes & continue the development of student's language maturity.		x					x		x							x	x	x			x		x
That students must develop in understanding and using language.																							
Principles, characteristics of adolescent growth, to set appropriate expectations		x					x									x		x			x		x
Reduce learning anxiety, assist students to become linguistically mature		x					x		x							x		x			x		x

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	2 5 3 / 2 6 5	3 6 0	2 2 0 / 3 0 4 / 3 0 6	3 7 6	3 8 4	1 1 0	2 1 0	3 1 5	4 6 0	1 1 1	2 1 1 / 3 1 1	2 5 1 / 2 5 2	4 0 1	3 3 8 / 3 3 9 / 3 4 1 / 3 9 4	4 0 8 / 4 0 9	4 1 6	4 5 1	4 7 0	1 0 5	2 0 0	4 1 4	3 2 0
<p>That speaking, listening, writing, reading & thinking are interrelated.</p>																						
<p>That language development occurs as students use all the languages processes.</p>	X	X		X	X	X	X	X	X	X						X		X				
<p>Understand the relationships among the five language arts.</p>		X				X		X												X		
<p>Understand how oral language undergrids reading and writing skills.</p>	X	X		X		X	X	X	X	X					X	X			X	X		
<p>Understand the relationships between language and the thought & holistic nature of language.</p>	X	X		X	X	X	X									X			X	X		
<p>Use intgrated approaches in the language arts and critical thinking.</p>	X	X		X	X	X		X	X			X	X		X	X			X	X		

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	2 5 3 / 2 6 5	3 6 0	2 2 0 / 3 0 4 / 3 0 6	3 7 6	3 8 4	1 1 0	2 1 0	3 1 5	4 6 0	1 1 1	2 1 1 / 3 1 1	2 5 1 / 2 5 2	4 0 1 / 4 0 4	3 3 8 / 3 3 9 / 3 4 1 / 3 9 4	4 0 8 / 4 0 9	4 1 6	4 5 1	4 7 0	1 0 5	2 0 0	4 1 4	3 2 0
<p>That social, cultural, and economic environments influence language.</p>	x			x	x									x			x				x	
<p>How students influence language development.</p>	X	x		X	X		X	X		X	X					X			X			
<p>Understand the history and diversity of language, dialects, levels of usage, for appropriate usage in all occasions.</p>	X	x		X		X			X	X					X				X		X	
<p style="text-align: center;">Composing and Analyzing Language</p>																						
<p>The processes and elements of composing in oral and written forms (subject, purpose, audience, point-of-view, mode, tone & style) are interrelated.</p>	x	x																				

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	2 5 3 / 2 6 5	3 6 0	2 2 0 / 3 0 4 / 3 0 6	3 7 6	3 8 4	1 1 0	2 1 0	3 1 5	4 6 0	1 1 1	2 1 1 / 3 1 1	2 5 1 / 2 5 2	4 0 1 / 4 0 4	3 3 8 / 3 3 9 / 3 4 1 / 3 9 4	4 0 8 / 4 0 9	4 1 6	4 5 1	4 7 0	1 0 5	2 0 0	4 1 4	3 2 0
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How to distinguish among purposes of language and to help students recognize differences, i.e. fact/opinion and truth/propaganda.	X	X						X			X	X							X	X		

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	2 5 3 / 2 6 5	3 6 0	2 2 0 / 3 0 4 / 3 0 6	3 7 6	3 8 4	1 1 0	2 1 0	3 1 5	4 6 0	1 1 1	2 1 1 / 3 1 1	2 5 1 / 2 5 2	4 0 1 / 4 0 4	3 3 8 / 3 3 9 / 3 4 1 / 3 9 4	4 0 8 / 4 0 9	4 1 6	4 5 1	4 7 0	1 0 5	2 0 0	4 1 4	3 2 0
Competencies for Entry Level Secondary Language Arts Teachers NMSU College of Education Competency Matrix																						
Reading and Literature																						
Understanding that the teaching of reading must be an ongoing process																						
That reading appreciation backed by literacy concepts is core to student success.	X					X		X							X						X	
Recognize deficiencies in reading abilities and understanding that reading comprehension skills positively impact all learning.	X					X									X						X	X
How students respond personally to literature, influencing their interpretations.																						
Help students read, interpret, and respond personally.	X							X	X			X	X	X	X	X				X		
Guide students to become independent, able readers through self-monitoring reading habits and processes.	X							X		X	X	X	X	X	X	X				X	X	

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	2 5 3 / 2 6 5	3 6 0	2 2 0 / 3 0 4 / 3 0 6	3 7 6	3 8 4	1 1 0	2 1 0	3 1 5	4 6 0	1 1 1	2 1 1 / 3 1 1	2 5 1 / 2 5 2	4 0 1 / 4 0 4	3 3 8 / 3 3 9 / 3 4 1 / 3 9 4	4 0 8 / 4 0 9	4 1 6	4 5 1	4 7 0	1 0 5	2 0 0	4 1 4	3 2 0
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Teach students to ask questions that elicit both oral and written responses at a variety of levels.		X					X	X	X			X	X	X	X	X				X	X	
Understand that students may better understand cultural diversity through literature.																						
Know Southwest's regional literature and regional authors.				X													X					
Understand that literature reflecting the cultural pluralism of the Southwest is crucial.				X				X									X					

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Know the extensive body of literature and literary types in English and in translation & understanding that literature is a source of exploring and interpreting human experience.																						
Have broad and deep experiences with literature.		X									X	X	X	X	X							
Widely read in literature for adolescents, as well as in standard classic works.								X								X						
Draw from the classics of adult literature for adolescents to discuss literature.		X														X						
Use strategies to expand student's experiences with literature and to become lifelong readers.		X						X			X	X	X	X	X							

	C O M M	T H R	E N G	C O M M	C O M M	C E P	C E P	E D U C	E D U C	E N G	E N G	E N G	E N G	E N G	E N G	E N G	E N G	E N G	J O U R	L I N G	R D G	S P E D	
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Knowledgeable about literature by male and female writers, by people of many racial and ethnic groups and by authors from many cultures.												X	X		X	X							
Draw on literature in many genres, from many historical periods, and of varying degrees of complexity and elicit critical insights.	X											X	X	X	X								
The unique opportunities literature provides for understanding human experience and common humanity.	X											X	X	X	X								
An awareness that literature is the center of the English curriculum.	X							X			X	X	X	X	X								

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Competencies for Entry Level Secondary Language Arts Teachers NMSU College of Education Competency Matrix																						
Knowledge of the appropriate uses of testing instruments and procedures.																						X
Know the limitations of test data and impact of these data on curriculum and instruction.	X						X	X	X													X
Select the most appropriate formal and informal ways to assess language and reading.							X								X		X					
Consistently use a variety of testing.	X					X	X												X		X	

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Research																						
That major historical and current research findings influence the content of the English curriculum.				X	X																	
The major sources, such as books and periodicals, for research findings in the content of their discipline and issues in curricula.	X	X		X	X					X	X	X	X	X	X	X	X	X	X	X		
Current research in English language arts to maintain a relevant learning environment.	X	X		X	X											X	X		X			
How people create and discover meaning from print.																			X			

Know how people read to be able to identify student's difficulties and capabilities with print.		X							X										X	X		
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Use this to inform any curriculum to increase literacy		X																	X		X	
That reading is an interactive process using previous knowledge and experience to make meaning.									X	X	X	X	X		X	X			X		X	
That readers respond in similar ways and singular ways.									X	X	X	X	X	X				X	X			
That readers respond in similar ways and singular ways.									X	X	X	X	X	X				X	X			X
That students of diverse cultures interpret written and oral language in different ways.	X	X		X	X		X	X	X	X							X	X	X	X		X

	C O M M	T H R	E N G	C O M M	C O M M	C E P	C E P	E D U C	E D U C	E N G	E N G	E N G	E N G	E N G	E N G	E N G	E N G	J O U R	L I N G	R D G	S P E D		
	2 5 3 / 2 6 5	3 6 0	2 2 0 / 3 0 4 / 3 0 6	3 7 6	3 8 4	1 1 0	2 1 0	3 1 5	4 6 0	1 1 1	2 1 1 / 3 1 1	2 5 1 / 2 5 2	4 0 1 / 4 0 4	3 3 8 / 3 3 9 / 3 4 1 / 3 9 4	4 0 8 / 4 0 9	4 1 6	4 5 1	4 7 0	1 0 5	2 0 0	4 1 4	3 2 0	
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Pedagogy																							
Effectively deliver instruction using a variety of approaches.																							
The wide range of backgrounds, experiences, and learning styles of New Mexico students.	X	X		X				X	X							X	X	X		X		X	
The variety of materials available and how to adapt these for the individual students.	X	X		X				X								X	X	X		X	X	X	
Techniques of classroom management and lesson planning as well as strategies to engage students in discussion, cooperative learning, and interdisciplinary activities.		X			X		X	X	X							X	X	X		X			

