New Program Rule 24 Matrix

**Revised Program Table of Alignment of Standards and Assessments**

**Name of Institution:**

**Date Submitted:**

Endorsement: **SPED – DEAF OR HARD OF HEARING** Grade Levels: **Birth-Grade 12 PK-6 7-12**

Total Hours Required by Rule 24: **36 Program Hours Required by Institution:** Endorsement Type: **SUBJECT**

| **Place an X in the box corresponding to the course that meets the following requirements:** | **List the courses the institution requires to meet Rule 24 requirements, associated Guidelines, and program hours required by the institution for this endorsement in the first row: (If more than 35 courses please fill out additional sheets)** |
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| **D Certification Endorsement Requirements:** This endorsement requires an applicant to hold, or earn concurrently, a regular teaching certificate with a subject or field endorsement and earn a minimum of **36 semester hours** in special education courses, of which  | **EXAMPLE:CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **12 semester hours** are in general special education and  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **24 semester hours** are in the education of children who are deaf or hard of hearing. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Learner Development and Individual Learning Differences** Understand how hearing impairments may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with hearing impairments.
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| * 1. Understand how language, culture, and family background influence the learning of individuals with hearing impairments.
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| * 1. Use understanding of development and individual differences to respond to the needs of individuals with hearing impairments.
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| Indicators include, but are not limited to: * + 1. Cognitive and language development of individuals who are deaf, hard of hearing, or deaf-blind,
		2. Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of individuals who are deaf, hard of hearing, or deaf-blind,
		3. Etiologies of hearing loss that can result in additional disabilities,
		4. Influence of experience and educational placement on all developmental domains,
		5. Impact of language in learning content areas,
		6. Influence of cultural identity and language on all developmental domains,
		7. Components of linguistic and non-linguistic communication,
		8. Importance of early intervention to language development,
		9. Effects of sensory input on the development of language and learning,
		10. Spoken and visual communication modes, and
		11. Current theories of the development of spoken language and signed languages.
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| 1. **Learning Environments** Create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
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| * 1. Through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with hearing impairments in meaningful learning activities and social interactions.
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| * 1. Use motivational and instructional interventions to teach individuals with hearing impairments how to adapt to different environments.
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| * 1. Know how to intervene safely and appropriately with individuals with hearing impairments in crisis.
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| Indicators include, but are not limited to: * + 1. Influence of family communication and culture on all developmental domains,
		2. Provide ongoing opportunities for interactions between individuals who are deaf, hard of hearing, or deaf-blind with peers and role models who are deaf, hard of hearing, or deaf-blind,
		3. Provide access to incidental language experiences,
		4. Provide opportunities to communicate directly with peers and staff,
		5. Prepare individuals who are deaf, hard of hearing, or deaf-blind to use interpreters,
		6. Manage assistive technology for individuals who are deaf, hard of hearing, or deaf-blind, and
		7. Design a classroom environment that maximizes opportunities for visual and/or auditory learning, meets developmental and learning needs, and provides input to classroom teaching regarding their classroom environment.
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| 1. **Curricular Content Knowledge** Use knowledge of general and specialized curricula to individualize learning for individuals with hearing impairments.
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| * 1. Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with hearing impairments.
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| * 1. Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with hearing impairments.
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| * 1. Modify general and specialized curricula to make them accessible to individuals with hearing impairments.
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| Indicators include, but are not limited to: * + 1. Plan and implement transitions specific to individuals who are deaf, hard of hearing, or deaf-blind across service continuums, and
		2. Integrate language instruction into academic areas.
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| 1. **Assessment** Use multiple methods of assessment and data-sources in making educational decisions.
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| * 1. Select and use technically sound formal and informal assessments that minimize bias.
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| * 1. Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.
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| * 1. In collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with hearing impairments.
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| * 1. Engage individuals with hearing impairments to work toward quality learning and performance and provide feedback to guide them.
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| Indicators include, but are not limited to: * + 1. Specialized terminology used in assessing individuals who are deaf, hard of hearing or deaf-blind,
		2. Administer assessment tools using the individuals preferred mode and language of communication, including ecological assessments,
		3. Develop specialized assessment procedures that allow for alternative forms of expression, and
		4. Collect and analyze spoken, signed, or written communication samples.
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| 1. **Instructional Planning and Strategies** Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with hearing impairments.
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| * 1. Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with hearing impairments.
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| * 1. Use technologies to support instructional assessment, planning, and delivery for individuals with hearing impairments.
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| * 1. Are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with hearing impairments.
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| * 1. Use strategies to enhance language development and communication skills of individuals with hearing impairments.
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| * 1. Develop and implement a variety of education and transition plans for individuals with hearing impairments across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
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| * 1. Teach to mastery and promote generalization of learning.
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| * 1. Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with hearing impairments.
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| Indicators include, but are not limited to: * + 1. Visual tools and organizers that support content mastery and retention by individuals who are deaf, hard of hearing, or deaf-blind,
		2. Apply strategies to facilitate cognitive and communicative development,
		3. Implement strategies for stimulating and using residual hearing,
		4. Facilitate independent communication in all contexts,
		5. Implement strategies for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals,
		6. Use specialized technologies, resources, and instructional strategies unique to individuals who are deaf, hard of hearing, or deaf-blind,
		7. Develop successful inclusion experiences,
		8. Develop proficiency in the languages used to teach individuals who are deaf, hard of hearing, or deaf-blind,
		9. Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the American Sign Language (ASL),
		10. Apply first and second language teaching strategies to the instruction of the individual,
		11. Provide balance among explicit instruction, guided instruction, peer learning, and reflection, and
		12. Foster the development of critical thinking skills.
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| 1. **Professional Learning and Ethical Practice** Use foundational knowledge of the field and their professional Ethical Principles and Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
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| * 1. Use professional Ethical Principles and Professional Practice Standards to guide their practice.
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| * 1. Understand how foundational knowledge and current issues influence professional practice.
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| * 1. Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
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| * 1. Understand the significance of lifelong learning and participate in professional activities and learning communities.
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| * 1. Advance the profession by engaging in activities such as advocacy and mentoring.
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| * 1. Provide guidance and direction to paraeducators, tutors, and volunteers.
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| Indicators include, but are not limited to: * + 1. Model programs for individuals who are deaf, hard of hearing, or deaf-blind,
		2. Roles and responsibilities of teachers and support personnel (i.e. Speech-Language Pathologists, Audiologists, Interpreters, etc.) in educational practice for individuals who are deaf, hard of hearing, or deaf-blind,
		3. Professional resources relevant to the field of education of individuals who are deaf, hard of hearing, or deaf-blind,
		4. Knowledge of professional organizations in the field of deaf and deaf-blind education,
		5. Incidence and prevalence figures for individuals who are deaf, hard of hearing, or deaf-blind,
		6. Sociocultural, historical, and political forces unique to deaf and deaf-blind education,
		7. Communicate proficiently in spoken language and/or American Sign Language (ASL),
		8. Increase proficiency and sustain a life-long commitment to maintaining instructional competence,
		9. Explain historical foundations and research evidence upon which education of the deaf, hard of hearing, and deaf-blind is based, and
		10. Develop and enrich cultural competence relative to the deaf and deaf-blind community.
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| 1. **Collaboration** Collaborate with families, other educators, related service providers, individuals with hearing impairments, and personnel from community agencies in culturally responsive ways to address the needs of individuals with hearing impairments across a range of learning experiences.
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| * 1. Use the theory and elements of effective collaboration.
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| * 1. Serve as a collaborative resource to colleagues.
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| * 1. Use collaboration to promote the well-being of individuals with hearing impairments across a wide range of settings and collaborators.
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| Indicators include, but are not limited to: * + 1. Services, organizations, and networks that support individuals who are deaf, hard of hearing, or deaf-blind, and
		2. Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.
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