New Program Rule 24 Matrix

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

**Name of Institution:**

**Date Submitted:**

Endorsement: **SPED-INCLUSION AND COLLABORATION SPECIALIST** Grade Levels: **PK-12**

Total Hours Required by Rule 24: **15 Program Hours Required by Institution:** Endorsement Type: **SUPPLEMENTAL**

| **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 a minimum of **15 graduate semester hours** in inclusion and collaboration. | **EXAMPLE: CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Assessment** Use valid and reliable assessment practices to minimize bias. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Minimize bias in assessment. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Design and implement assessments to evaluate the effectiveness of practices and programs. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Promote the use of evidence-based assessment strategies to monitor progress and inform instruction, and     2. Use valid procedures to evaluate and improve inclusive school and community-based programs for individuals with disabilities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Curricular Content Knowledge** Use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Programs, Services, and Outcomes** Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. General education curriculum and related standards across age-levels, grade levels, and content areas,     2. Promote the development of programs that integrate culturally responsive practices,     3. Incorporate principles of universal design for learning to provide all individuals with disabilities access to the general curriculum and school programs and activities, and     4. Develop programs across differing learning environments that promote positive academic, social and behavioral outcomes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Research and Inquiry** Conduct, evaluate, and use inquiry to guide professional practice. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Evaluate research and inquiry to identify effective practices. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use knowledge of the professional literature to improve practices with individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Research on inclusive program and practices,     2. Analyze program data relevant to inclusive practices,     3. Assist stakeholders in designing, implementing, and evaluating inclusive practices research, and     4. Collaborate with stakeholders in using available data to make decisions related to inclusive practices. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Leadership and Policy** Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Support and use linguistically and culturally responsive practices. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Historical and social significance of legislation, litigation, advocacy, and other influences on the development of inclusion,     2. Emerging trends that affect inclusive practices,     3. Advocate on behalf of individuals with disabilities and their families related to effective inclusive programs,     4. Support other stakeholders in understanding policies and research that guide practices related to inclusive programs,     5. Collaborate on school change initiatives that produce or improve effective inclusive programs,     6. Provide leadership to influence policy, practice, and improved outcomes for individuals with disabilities, and     7. Advocate for innovations that promote effective inclusive practices. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Professional and Ethical Practice** Use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs Special Education Inclusion and Collaboration Specialist leadership. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Model and promote respect for all individuals and facilitate ethical professional practice. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Actively participate in professional development and learning communities to increase professional knowledge and expertise. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Actively facilitate and participate in the preparation and induction of prospective special educators. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Actively promote the advancement of the profession. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Ethical dilemmas relative to inclusive practices,     2. Professional development practices that change teacher behavior to improve outcomes for individuals with disabilities,     3. Historical and social significance of legislation, litigation, advocacy, and other influences on the development of inclusion,     4. Emerging trends that affect inclusive practices,     5. Model ethical behavior and promote professional standards relative to inclusive practices,     6. Develop and implement professional development that improves inclusive instructional practices and outcomes, and     7. Engage in reflective inquiry to facilitate on-going professional growth. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Collaboration** Collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use culturally responsive practices to enhance collaboration. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use collaborative skills to improve programs, services, and outcomes for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Impact of cultural differences on collaboration,     2. Demonstrate cultural competence in fostering collaboration among stakeholders,     3. Facilitate group processes to address issues of inclusive practices and service delivery,     4. Use face-to-face, electronic, and other interactive formats to foster collaboration,     5. Ensure parity among participants even during difficult interactions,     6. Collaboratively engage family members’ participation with stakeholders,     7. Model collaborative roles for educators, including co-teaching, consultation, and teaming, and     8. Ensure effective roles and responsibilities for paraeducators. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |