New Program Rule 24 Matrix

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

**Name of Institution:**

**Date Submitted:**

Endorsement: **HIGH ABILITY EDUCATION** Grade Levels: **K-12**

Total Hours Required by Rule 24: **18 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 **18 semester hours** related to the education of learners with high ability and a minimum of 90 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12) levels. | **EXAMPLE: CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Design cognitively complex learning experiences for high ability learners, including being able to: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Develop and follow a scope and sequence of instruction across grade levels;   2. Apply appropriate instructional methods, models, and materials to meet the unique needs of learners with high ability;   3. Select, adapt, and use instructional strategies and materials according to individual student characteristics;   4. Incorporate career, ethical, multicultural, and service learning opportunities into the instruction; and   5. Create and use appropriate methods to evaluate student learning (e.g., rubrics). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate knowledge and an understanding of the unique socio-emotional development of high ability learners, and be able to apply the information, including being able to: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Use appropriate resources to facilitate the positive social and emotional development of all learners with high ability, including but not limited to, affective curriculum, career guidance, and awareness in meeting the needs of second language, twice exceptional (LD, ADHD, Aspergers, etc.), at-risk, and under-achieving high ability learners. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate knowledge and an understanding of student identification strategies and procedures, and be able to apply the information, including being able to: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Identify high ability learners based on a wide variety of assessment instruments and nomination procedures;   2. Identify high ability learners among diverse, atypical groups;   3. Compare the validity of current assessment measures; and   4. Interpret assessment data. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Develop high ability learner programs based on philosophical, theoretical, and empirical evidence, including being able to: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Design a continuum of services accessible to the diverse needs of all high ability learners;   2. Identify adequate funding;   3. Anchor the program in the history, theory and philosophy of the field;   4. Prescribe curriculum and instruction for high ability learners based on their unique developmental characteristics to meet both cognitive and affective needs, including but not limited to:      1. Differentiated curriculum,      2. Curriculum acceleration,      3. Curriculum enrichment,      4. Compacted curriculum,      5. Student grouping,      6. Mentoring/shadowing,      7. Affective curriculum, and      8. Specialized counseling;   5. Develop policies that make/include provisions for the needs of high ability learners; and   6. Design and deliver tiered staff development, including mentoring of colleagues. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate knowledge and an understanding of the concepts and principles of program management and be able to: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Administer/manage a comprehensive high ability learner program which includes the ability to:      1. Identify qualified personnel to direct programs,      2. Integrate a high ability learner program into the school or district’s general education program,      3. Organize advocacy efforts,      4. Evaluate and select requisite materials and resources,      5. Oversee the evaluation of program effectiveness,      6. Consult and collaborate with a variety of stakeholders, and      7. Communicate legal and professional issues in the field of high ability learners to colleagues. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate knowledge and an understanding of professional development theories and strategies, and be able to apply them, including being able to: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Develop and deliver ongoing professional development for teachers involved in the education of high ability learners; | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Consult and collaborate with a variety of audiences; and | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Develop, prescribe and demonstrate to other staff members appropriate curriculum to meet the unique needs of high ability learners, including but not limited to: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Differentiated curriculum,     2. Curriculum acceleration,     3. Curriculum enrichment,     4. Compacted curriculum,     5. Student grouping, and     6. Mentoring/shadowing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate knowledge and an understanding of program evaluation, and be able to apply the information, including being able to: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use appropriate evaluation practices, valid and reliable instruments, and procedures to regularly monitor and report the progress of learners with high ability; and | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Conduct evaluation of program effectiveness in meeting intended goals, including being able to use formative and summative evaluation strategies for substantive program improvement and development to meet the needs and interests of diverse groups. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Clinical Experiences: The 90 clock hours of clinical experiences should provide teachers with opportunities to: | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Have clinical experiences with elementary and secondary students with high ability, under the auspices of a qualified educator of learners with high ability; and   2. Provide consultation services to colleagues, parent, or other stakeholders. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |