New Program Rule 24 Matrix

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

**Name of Institution:**

**Date Submitted:**

Endorsement: **SPED-SUPERVISOR** Grade Levels: **Birth-Grade 12**

Total Hours Required by Rule 24: **36 Program Hours Required by Institution:** Endorsement Type: **FIELD/ADMINISTRATIVE**

| **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 **36 graduate semester hours** related to educational leadership and special education administration coursework, and includes an internship experience in special education supervision. | **EXAMPLE: CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D1 Additional requirements: For admission to the program of study leading to this endorsement, the applicant must have or be eligible to hold a valid regular teaching certificate with a special education endorsement; | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D2 Have completed two (2) years of teaching in an approved or accredited school system. | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Models, theories, and practices used to evaluate educational programs and personnel serving individuals with disabilities and their families.     2. Advocates for and implements procedures for the participation of individuals with disabilities in accountability systems.     3. Develops and implements ongoing evaluations of education programs and personnel.     4. Designs and implements evaluation procedures that improve instructional content and practices. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. Instruction and services needed to support access to the general curriculum for individuals with disabilities.     2. Develops and implements an administrative plan that supports the use of instructional and assistive technologies.     3. Provides ongoing supervision of personnel working with individuals with disabilities and their families. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Programs and services within the general curriculum to achieve positive school outcomes for individuals with disabilities.     2. Programs and strategies that promote positive school engagement for individuals with disabilities.     3. Develops and implements a flexible continuum of services based on effective practices for individuals with disabilities and their families.     4. Develops and implements programs and services that contribute to the prevention of unnecessary referrals.     5. Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals and their families. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Research in administrative practices that supports individuals with disabilities and their families.     2. Engages in data-based decision-making for the administration of educational programs and services that supports individuals with disabilities and their families.     3. Joins and participates in professional administrative organizations to guide administrative practices when working with individuals with disabilities and their families. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with disabilities and their families.     2. Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with disabilities and their families.     3. Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with disabilities and their families.     4. Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with disabilities and their families.     5. Applies leadership, organization, and systems change theory to the provision of services for individuals with disabilities and their families.     6. Develops a budget in accordance with local, state, and national laws in education, social, and health agencies for the provision of services for individuals with disabilities and their families.     7. Engages in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with disabilities and their families.     8. Communicates a personal inclusive vision and mission for meeting the needs of individuals with disabilities and their families. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 supervisor 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Ethical theories and practices as they apply to the administration of programs and services with individuals with disabilities and their families.     2. Adult learning theories and models as they apply to professional development programs.     3. Professional development theories and practices that improve instruction and instructional content for individuals with disabilities.     4. Impact of diversity on educational programming expectations for individuals with disabilities.     5. Principles of representative governance that support the system of special education administration and supervision.     6. Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with disabilities and their families.     7. Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with disabilities and their families. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 programs, services, and outcomes for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Collaborative theories and practices that support the administration and supervision of programs and services for individuals with disabilities and their families.     2. Administrative theories and models that facilitate communication among all stakeholders.     3. Importance and relevance of advocacy at the local, state, and national level for individuals with disabilities and their families.     4. Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation.     5. Strengthens the role of parent and advocacy organizations as they support individuals with disabilities and their families.     6. Develops and implements intra- and interagency agreements that create programs with shared responsibility for individuals with disabilities and their families.     7. Develops seamless transitions of individuals with disabilities across educational continuum and other programs from birth through adulthood.     8. Implements collaborative administrative procedures and strategies to facilitate communication among all stakeholders.     9. Engages in leadership and supervision practices that support shared decision making.     10. Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with disabilities.     11. Consults and collaborates in administrative and instructional decisions at the school and district levels. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |