

Rule 24 Matrix
Table of Alignment of Standards and Assessments



Name of Institution: Peru State College
Date Submitted: May 1, 2020

Endorsement: SPECIAL EDUCATION GENERALIST

Grade Levels: **X** K-6 Subject ___ 7-12 Subject ___ K-12 Field

Total Hours Required by Rule 24: 42-Subject or 51-Field

Program Hours Required by Institution: 45

Endorsement Type: SUBJECT or FIELD

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)																																					
<p>D Certification Endorsement Requirements: This endorsement shall require a minimum of 42 or 51 semester hours</p>	<p>EXAMPLE: CHEM 101 or 102 3 CR</p>	Educ 334 Teaching Reading in Elem (3)	Educ 403 Diag & Rem Reading (3)	Educ 405 Diag & Rem Math (3)	Educ 438 Prof Coll w/Parents & Fam (3)	SpEd 300 Assessment in Special Ed (3)	SpEd 307 Practicum in Special Ed (2)	SpEd 383 Educ of Stud w/Autism & Low Inc (3)	SpEd 385 Educ of Stud w/Cognitive Dis (3)	SpEd 407 Spec Educ Coord Practicum (1)	SpEd 420 Diff Assmt Pract in Inclusive Env (3)	SpEd 430 Methods in Special Ed (3)	SpEd 440 Behavior Management (3)	SpEd 450 Coord of Special Ed Programs (3)	SpEd 465 Educ of Stud/Emot & Beh Dis (3)	SpEd 470 Social and Emotional Learning (3)	SpEd 475 Behavior Intervention & Practicum (3)																					
D1 For K-6 or 7-12 (subject), a minimum of 42 semester hours , of which 30 semester hours must be special education content coursework; or																																						
D2 For K-12 (field), a minimum of 51 semester hours , of which 36 semester hours must be special education content coursework.																																						
<p>S1. Learner Development and Individual Learning Differences Special education professionals understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.</p>																																						
<p>E1. Special education professionals understand how language, culture, and family background can influence the learning of individuals with disabilities.</p>					X			X		X					X	X	X																					

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<p><u>E2.</u> Special education professionals use understanding of development and individual differences to respond to the needs of individuals with disabilities.</p>								X	X		X		X		X	X	X																					
<p>S2. Learning Environments Special education professionals 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.</p>																																						
<p><u>E1.</u> Special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions.</p>	X					X		X	X	X		X		X	X	X	X																					
<p><u>E2.</u> Special education professionals use motivational and instructional interventions to teach individuals with disabilities how to adapt to different environments.</p>								X	X	X		X		X	X	X	X																					
<p><u>E3.</u> Special education professionals know how to intervene safely and appropriately with individuals with disabilities in crisis.</p>							X				X		X	X	X	X	X																					
<p>S3. Curricular Content Knowledge Special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.</p>																																						

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	E1. Special education professionals 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 disabilities.	X	X	X							X					X	X																				
	E2. Special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with disabilities.		X	X					X			X	X			X	X																				
	E3. Special education professionals modify general and specialized curricula to make them accessible to individuals with disabilities.	X		X					X		X	X				X	X	X																			
	S4. Assessment Special education professionals use multiple methods of assessment and data-sources in making educational decisions.																																				
	E1. Special education professionals select and use technically sound formal and informal assessments that minimize bias.		X	X			X				X	X	X			X																					
	E2. Special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with disabilities.						X		X		X	X	X	X	X	X																					
	E3. Special education professionals, in collaboration with colleagues and families, use multiple types of				X	X			X		X	X	X	X	X	X	X	X																			

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assessment information in making decisions about individuals with disabilities.																																						
<p><u>E4.</u> Special education professionals engage individuals with disabilities to work toward quality learning and performance and provide feedback to guide them.</p>							X				X						X	X																				
<p>55. Instructional Planning and Strategies Special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.</p>																																						
<p><u>E1.</u> Special education professionals 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 disabilities.</p>		X					X		X		X	X					X	X																				
<p><u>E2.</u> Special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with disabilities.</p>		X								X	X	X																										
<p><u>E3.</u> Special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with disabilities.</p>							X		X	X																												
<p><u>E4.</u> Special education professionals use strategies to enhance language development and communication skills of individuals with disabilities.</p>								X	X	X	X	X					X																					

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<p><u>E5.</u> Special education professionals develop and implement a variety of education and transition plans for individuals with disabilities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p>											X	X																								
<p><u>E6.</u> Special education professionals teach to mastery and promote generalization of learning.</p>								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p><u>E7.</u> Special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with disabilities.</p>								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p>S6. Professional Learning and Ethical Practice Special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>																																				
<p><u>E1.</u> Special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.</p>					X					X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p><u>E2.</u> Special education professionals understand how foundational knowledge and current issues influence professional practice.</p>		X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p><u>E3.</u> Special education professionals understand that diversity is a part of families, cultures, and schools,</p>	X		X	X				X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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and that complex human issues can interact with the delivery of special education services.																																				
<u>E4.</u> Special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.									X					X																						
<u>E5.</u> Special education professionals advance the profession by engaging in activities such as advocacy and mentoring.									X		X	X	X	X	X	X																				
<u>E6.</u> Special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.									X	X				X		X	X																			
S7. Collaboration Special education professionals collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.																																				
<u>E1.</u> Special education professionals use the theory and elements of effective collaboration.			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<u>E2.</u> Special education professionals serve as a collaborative resource to colleagues.						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<u>E3.</u> Special education professionals use collaboration to promote the well-being of individuals with disabilities across a wide range of settings and collaborators.			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X