

Rule 24 Matrix
Revised by NDE: March 2007
Reviewed by WSC: May 2009 – Dr. Daryl Wilcox
Table of Alignment of Standards and Assessments

Endorsement: High Ability Education
Total Hours Required by Rule 24: 18

Grade Levels: K-12
Program Hours Required by Institution: 18-21

Endorsement Type: Supplemental
Name of Institution: Wayne State College

Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

| Standard/Description | | | Candidate Proficiencies | | | | |
|---|---|-------------|--------------------------------|------------------------------|---------------|---------------------|------------------------------|
| Course #, Title, and Credits | | | Content Knowledge | Pedagogical Knowledge | Skills | Dispositions | P-12 Student Learning |
| 006.29D Certification Endorsement Requirements: This endorsement shall require 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. | | | | | | | |
| SPD 552 Consult/Collabor Practices/Except. Learner (3) | Portfolio, Leadership, Parental Conferencing, Final Grade | Content GPA | x | | x | x | x |
| SPD 609 Neuropsych. Excpt. Learners (3) | Portfolio, Final Grade | Content GPA | x | | | x | x |
| SPD 611 Org. & Admin. Sp. Ed. (3) | Portfolio, Final Grade | Content GPA | x | | x | x | x |
| SPD 625 Charact/Methods: High Ability Students (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |
| SPD 631 Assess./Diag/Interpretation (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |
| SPD 662 Practicum-High Ability Ed. (3-6) | Practicum, Portfolio, Final Grade | Content GPA | x | x | x | x | x |

| Standard/Description | | | Candidate Proficiencies | | | | |
|--|---|-------------|--------------------------------|------------------------------|---------------|---------------------|------------------------------|
| Course #, Title, and Credits | | | Content Knowledge | Pedagogical Knowledge | Skills | Dispositions | P-12 Student Learning |
| A. 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). | | | | | | | |
| SPD 625 Charact/Methods: High Ability Students (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |
| SPD 631 Assessment/Diagnostic Interpretation (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | |
| SPD 552 Consult/Collab Pract. Except. Learner (3) | Portfolio, Leadership, Parental Conferencing, Final Grade | Content GPA | x | x | | x | x |

| Standard/Description | | | | | | | |
|---|-----------------------------------|----------------------------------|--------------------------------|------------------------------|---------------|---------------------|------------------------------|
| B. 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. | | | Candidate Proficiencies | | | | |
| Course #, Title, and Credits | Course Assessment(s) | Key Program Assessment(s) | Content Knowledge | Pedagogical Knowledge | Skills | Dispositions | P-12 Student Learning |
| SPD 609 Neuropsychology of Except. Lrners (3) | Portfolio, Final Grade | Content GPA | x | | | x | x |
| SPD 625 Charact//Methods: High Ability Students (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |
| SPD 631 Assessment/Diagnosis/Interpretation (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |
| SPD 662 Practicum-High Ability Education (3-6) | Practicum, Portfolio, Final Grade | Content GPA | x | x | x | x | x |

| Standard/Description | | | | | | | |
|---|-----------------------------|----------------------------------|--------------------------------|------------------------------|---------------|---------------------|------------------------------|
| C. 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. | | | Candidate Proficiencies | | | | |
| Course #, Title, and Credits | Course Assessment(s) | Key Program Assessment(s) | Content Knowledge | Pedagogical Knowledge | Skills | Dispositions | P-12 Student Learning |
| SPD 631 Assessment/Diagnosis/Interpretation (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |

| Standard/Description | | | | | | | |
|---|-----------------------------------|----------------------------------|--------------------------------|------------------------------|---------------|---------------------|------------------------------|
| D. 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: a. Differentiated curriculum; b. Curriculum acceleration; c. Curriculum enrichment; d. Compacted curriculum; e. Student grouping; f. Mentoring/shadowing; g. Affective curriculum; and h. 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. | | | Candidate Proficiencies | | | | |
| Course #, Title, and Credits | Course Assessment(s) | Key Program Assessment(s) | Content Knowledge | Pedagogical Knowledge | Skills | Dispositions | P-12 Student Learning |
| SPD 611 Organ. Admin. Spec. Educ. Programs (3) | Portfolio, Final Grade | Content GPA | x | | x | x | x |
| SPD 625 Charact/Methods; High Ability Students (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |
| SPD 662 Practicum-High Ability Education (3-6) | Practicum, Portfolio, Final Grade | Content GPA | x | x | x | x | x |

| Standard/Description | | | | | | | |
|--|------------------------|---------------------------|--------------------------------|-----------------------|--------|--------------|-----------------------|
| <p>E. Demonstrate knowledge and an understanding of the concepts and principles of program management and be able to:</p> <p>1. Administer/manage a comprehensive high ability learner program which includes the ability to:</p> <p>a. Identify qualified personnel to direct programs,</p> <p>b. Integrate a high ability learner program into the school or district's general education program,</p> <p>c. Organize advocacy efforts; d. Evaluate and select requisite materials and resources,</p> <p>e. Oversee the evaluation of program effectiveness; f. Consult and collaborate with a variety of stakeholders, and</p> <p>g. Communicate legal and professional issues in the field of high ability learners to colleagues.</p> | | | Candidate Proficiencies | | | | |
| Course #, Title, and Credits | Course Assessment(s) | Key Program Assessment(s) | Content Knowledge | Pedagogical Knowledge | Skills | Dispositions | P-12 Student Learning |
| SPD 611 Organ. Admin. Spec. Educ. Programs (3) | Portfolio, Final Grade | Content GPA | x | | x | x | x |
| SPD 552 Consult & Collab Pract. For Except. Lrners (3) | Portfolio, Final Grade | Content GPA | x | x | | x | x |
| SPD 625 Charact./Methods: High Ability Students (3) | Portfolio Final Grade | Content GPA | x | x | x | x | x |

| Standard/Description | | | | | | | |
|--|---|---------------------------|--------------------------------|-----------------------|--------|--------------|-----------------------|
| <p>F. Demonstrate knowledge and an understanding of professional development theories and strategies, and be able to apply them, including being able to:</p> <p>1 Develop and deliver ongoing professional development for teachers involved in educating high ability learners;</p> <p>2. Consult and collaborate with a variety of audiences; and</p> <p>3. Develop, prescribe and demonstrate to other staff members appropriate curriculum to meet the unique needs of high ability learners, including but not limited to:</p> <p>a. Differentiated curriculum; b. Curriculum acceleration; c. Curriculum enrichment; d. Compacted curriculum,</p> <p>e. Student grouping, and f. Mentoring/shadowing.</p> | | | Candidate Proficiencies | | | | |
| Course #, Title, and Credits | Course Assessment(s) | Key Program Assessment(s) | Content Knowledge | Pedagogical Knowledge | Skills | Dispositions | P-12 Student Learning |
| SPD552 Consult. & Collab. Except. Learners (3) | Portfolio, Leadership, Parental Conferencing, Final Grade | Content GPA | x | | x | x | x |
| SPD 625 Charact./Methods: High Ability Students (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |

| Standard/Description | | | | | | | |
|---|------------------------|---------------------------|--------------------------------|-----------------------|--------|--------------|-----------------------|
| <p>G. Demonstrate knowledge and an understanding of program evaluation, and be able to apply the information, including being able to:</p> <p>1. Use appropriate evaluation practices, valid and reliable instruments, and procedures to regularly monitor and report the progress of learning with high ability; and</p> <p>2. 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.</p> | | | Candidate Proficiencies | | | | |
| Course #, Title, and Credits | Course Assessment(s) | Key Program Assessment(s) | Content Knowledge | Pedagogical Knowledge | Skills | Dispositions | P-12 Student Learning |
| SPD 631 Assessment/Diagnosis/Interpretation (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |
| SPD 611 Organ. Admin. of Spec. Educ. Programs (3) | Portfolio, Final Grade | Content GPA | x | | x | x | x |

Standard/Description

H. 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.

| Course #, Title, and Credits | Course Assessment(s) | Key Program Assessment(s) | Candidate Proficiencies | | | | |
|---|---|----------------------------------|--------------------------------|------------------------------|---------------|---------------------|------------------------------|
| | | | Content Knowledge | Pedagogical Knowledge | Skills | Dispositions | P-12 Student Learning |
| SPD 631 Assessment/Diagnosis/Interpretation (3) | Portfolio, Final Grade | Content GPA | x | x | x | x | x |
| SPD 611 Organ. Admin. of Spec. Educ. Programs (3) | Portfolio, Final Grade | Content GPA | x | | x | x | x |
| SPD 662 Practicum-High Ability Students (3-6) | Practicum, Portfolio, Final Grade | Content GPA | x | x | x | x | x |
| SPD 552 Consult & Collab. Pract. Except. Learners (3) | Portfolio, Leadership, Parental Conferencing, Final Grade | Content GPA | x | x | x | x | x |