

## SPD 679 PRACTICUM FOR EDUCATIONAL DIAGNOSTICIANS

### SPD 679 PRACTICUM FOR EDUCATIONAL DIAGNOSTICIANS

*Course Number is a required course for Educational Diagnostician's Certification.*

**College of Education**

**Department of Language, Literacy and Special Populations**

**Fall 2007**

*Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

**Instructor:** Cynthia G. Simpson, PhD.  
TEC 139  
P.O. Box 2119/SHSU  
936-294-1238  
cindysimpson@shsu.edu

### **Text/Readings:**

1. Sattler, J.M. (2001). **Assessment of children: Cognitive Applications. 4th Ed.** San Diego: Sattler.
3. IDEA (Individuals with Disabilities Education Act) FINAL REGULATIONS, 34 CFR Part 300 Assistance to States for the Education of Children with Disabilities from the March 12, 1999 Federal Register. This document is available in an electronic format on the TEA-Special Education Website at: <http://www.tea.state.tx.us/special.ed/>
4. Chapter 89. Adaptations for Special Populations - Subchapter AA. Special Education Services. This document is also available in an electronic format on the TEA-Special Education Website at: <http://www.tea.state.tx.us/special.ed/>
5. Texas Education Code Chapter 29. This document is also available in an electronic format at <http://www.capitol.state.tx.us/statutes/ed/ed0002900toc.html>, or you may also access it from TEA-Special Education Website. You will need selected sections from Chapter 29.
6. Legal Framework for the Child Centered Special Education Process from Region 18: <http://framework.esc18.net/>. You will need selected sections from the Legal Framework.

\*\*All of the IDEA and Chapter 89 need to be printed and put in a notebook for easy reference. You will add portions of Chapter 29 to this as the semester progresses.

**TK20:** The College uses the CampusTools HigherEd Assessment and Management System to conduct systematic teaching and assessments for all students in the college. Every student is required to purchase an account for use of this system from Tk20. Each student account costs only \$100, plus tax and includes access to the system for seven years. This is a ONE-TIME charge.

To purchase your account, click on the link "Click here to purchase your student account" on the login page of the CampusTools HigherEd System, found at <https://tk20.shsu.edu/campustoolshighered/>

### **Recommended Reading:**

Assessment for Effective Intervention

DiaLog (published by TEDA)  
 Teaching Exceptional Children  
 Journal of Learning Disabilities  
 Exceptional Children  
 Journal of Special Education  
 Remedial and Special Education  
 Assessing Learners with Special Needs: An Applied Approach by Dr. Terry Overton  
 Nationally Certified Educational Diagnostician (NCED) Program Code of Ethics.

<http://www.unr.edu/educ/ceds/ceds.ethics.doc>

**Important Websites:**

Note: you will be referring to throughout your practicum experience:

- [TEDA \(TX Educational Diagnosticians' Association\) Website](#)
- [TEA -- IDEA - Side by Side](#)
- [TEA -- Chapter 89 TAC - State Rules \(published 3-6-01\)](#)
- [TEA -- ARD Forms](#)
- [TEA - What's New for Updates to TEA's Website](#)
- [TEA - Hearing Decisions Recently Posted to the Web](#)
- [TEA - Special Education Main Page](#)

**Course Description:** This course provides a field-based practicum for students seeking certification as an educational diagnostician. It is designed to provide intensive study in the role of the educational diagnostician.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b><u>State Standards</u></b></li> <li>• <b>CEC Knowledge and Skill Base for all Beginning Educational Diagnosticians</b></li> <li>• <b><i>Specialty organization standards</i></b></li> </ul>
Students will demonstrate their ability to select, adapt, and develop assessments that provide accurate, useful information for making educational recommendations for learners with disabilities.	A. Forms and evaluation notebook B. Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA	Narrative evaluation of forms from district using the Legal Framework, evaluation of current battery of assessments used to identify children with various disabilities.	ED8K1, ED8S1, ED8s12
Students will demonstrate their ability to administer assessments to learners who have diverse needs and to evaluate the effects of administration procedures and modifications on assessment results and accurately interpret their results (for the purpose of enhancing knowledge about individual learners and their functioning).	The administration of specific assessment instruments including the administration of: a. SB:FE-V, WISC-IV, WAIS-III, WPPSI-III b. WJ-III Achievement/Cognitive c. WIAT-III d. Informal assessment of a student with multiple disabilities (functional/contextual assessment or play-based assessment) e. Language Dominance or Proficiency Assessment f. Adaptive Behavior Assessment (SIBS, Vineland, or AAMR)	A.) Copies of the front sheets of each test protocol with all identifying information removed as well as the supporting CIA with recommendations, and placement based on assessment results B.) Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA	<u>6.2s, 6.5s, 6.8k, 7.1s</u>  <u>ED8K1,ED8k9,ED8s3, ED8s5-ED8s10</u>  2.2k, 3.1k, 8.4s

Students will demonstrate knowledge of current legal issues involving the field of special education.	Case Hearing Review or Special Topic Report,	A.) Presentation of research involving case dealing with special education that has gone to hearing/court or a special topic.	<u>1.1k, 1.1s, 1.2k, 1.4k, 1.5k, 2.1k, 2.2k</u>  ED1k2,  <i>1.2k</i>
Students will demonstrate their ability to use assessment information to make recommendations about educational placement, services and programming that respond to learners' identified needs and enhance their educational functioning.	Comprehensive Individual Assessment Reports Case Study of placement and programming issues	A. CIA submitted reflecting recommendation of educational placement and programs based on assessment results B. Case Study Rubrics	<u>3.8s, 3.10s, 6.11s, 4.3s, 5.1s, 5.2s, 5.3s, 6.4s, 6.9s, 6.10k, 6.10s, 6.12s, 7.1s, 10.1s</u>  ED8s11  <i>8.11s, 8.12s, 10.1s</i>
Students will demonstrate their ability to assess learners from diverse backgrounds and use assessment data to enhance knowledge about and instruction for these learners.	The administration of specific assessment instruments including the administration of: a. SB:FE-V, WISC-IV, WAIS-III, WPPSI-III b. WJ-III Achievement/Cognitive c. WIAT-III d. Informal assessment of a student with multiple disabilities (functional/contextual assessment or play-based assessment) e. Language Dominance or Proficiency Assessment f. Adaptive Behavior Assessment (SIBS, Vineland, or AAMR)	A.) Copies of the front sheets of each test protocol with all identifying information removed as well as the supporting CIA with recommendations, and placement based on assessment results B.) Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA	<u>1.2s, 2.7s, 5.3k, 6.1k, 6.2k, 6.3k, 6.3s, 6.6k, 6.7k</u>  Ed8s4, ED8s5, ED2k1, ED2k2  <i>8.1k, 8.1s, 8.2k, 8.2s, 8.3k, 8.3s, 8.6s, 8.7k</i>
The student will demonstrate ability to collaborate and communicate effectively with education professionals, families, and community agencies to assess learners and provide them with appropriate and effective individual educational plans.	A.) Attendance at a minimum of 2 Initial ARD meetings B.) Attendance at a minimum of 3 Annual ARD meetings. C.) Attendance at a minimum of 4 Re-evaluation ARD meetings. D.) Attendance at a minimum of 1 Manifest Determination ARD meeting. E.) Attendance at a minimum of 1 parent conference with a diagnostician. This may be an initial interview, a meeting to review results of assessment, or a meeting to discuss other areas of concerns F.) Resource File	Reflective statement about each learning experience related to the ARD meetings/Conferences attended. Submission of organized resource file including community services and professional resources.	ED9s1, ED10s1
The student will demonstrate knowledge of the roles and responsibilities of educational diagnosticians in Texas and apply this knowledge to ensure educational excellence and equity for learners with special needs.	A.) Time spent assisting a diagnostician: 5 hours minimum. This may involve supervised testing, report writing, filing, sending out ARD notices to staff or parents, conferencing with staff or parents, etc. B.) Time spent on file review: You will review a minimum of 5 files containing the following eligibilities: LD, MR, ED, AU, and one of your choice. C.) Maintain a professional calendar prefaced with a reference tool summarizing timelines as outlined by TEA.	Documentation log, Matrix from the DEC Guide and included in field experience notebook, photocopy of professional calendar-photocopy and placed in field-based notebook referencing ARD meetings, testing, parent conferences and consultation, reference tool summarizing timelines as outlined by TEA	<u>1.2k, 1.4k</u>  ED8s14,  <i>1.2k, 8.1k, 8.7k</i>

Web address for state standards:

Web address for specialty organization standards:

### Course Format:

The students and instructor will work to achieve course objectives through lectures, presentations, group activities, field-experiences, text readings, class assignments and assessments.

## Course Content:

Graduate courses at the masters level are progressively more advanced in academic content than our undergraduate courses. Knowledge of the literature of the discipline and ongoing student engagement in research and/or appropriate professional practice and training experiences are part of the program.

1. Students will demonstrate their ability to select, adapt, and develop assessments that provide accurate, useful information for making educational recommendations for learners with disabilities.
2. Students will demonstrate their ability to administer assessments to learners who have diverse needs and to evaluate the effects of administration procedures and modifications on assessment results including, but not limited to: WJ-III, WIAT, WISC-III, WISC-IV, WAIS-III, WPPSI, SB:FE, and various Adaptive Behavior Scales; and accurately interpret their results (for the purpose of enhancing knowledge about individual learners and their functioning).
3. Students will demonstrate knowledge of current legal issues involving the field of special education.
4. Students will demonstrate their ability to use assessment information to make recommendations about educational placement, services and programming that respond to learners' identified needs and enhance their educational functioning.
5. Students will demonstrate their ability to assess learners from diverse backgrounds and use assessment data to enhance knowledge about and instruction for these learners.
6. The student will demonstrate ability to collaborate and communicate effectively with education professionals, families, and community agencies to assess learners and provide them with appropriate and effective individual educational plans.
7. The student will demonstrate knowledge of the roles and responsibilities of educational diagnosticians in Texas and apply this knowledge to ensure educational excellence and equity for learners with special needs.
8. When provided with case study information, select and/or develop appropriate assessment instruments and evaluate the effects of administration procedures (including any modifications) on assessment results.

## Course Requirements:

### 1. Field Based Experience Portfolio:

**\* Use attached Portfolio Evaluation Guidelines.**

As a part of your field based experience you will be required to keep a **detailed log of each clock hour** spent on field-based activities. In additions you will need to maintain and place the following documents in your field experience notebook:

- A. Reflective statement and copy of front page and signature sheet of Attendance at a minimum 2 Initial ARD meeting
- B. Reflective statement and copy of front page and signature sheet of Attendance at a minimum of 3 Annual ARD meetings.
- C. Reflective statement and copy of front page and signature sheet of Attendance at a minimum of 4 Re-evaluation ARD meetings (these may be in conjunction with annuals and therefore may count for both).
- D. Reflective statement and copy of front page and signature sheet of Attendance at a minimum of 1 Manifest Determination ARD meeting.

- E. Reflective statement of Attendance at a minimum of 1 parent conference with a diagnostician. This may be an initial interview, a meeting to review results of assessment, or a meeting to discuss other areas of concern.
- F. Assisting mentor diagnostician: 5 hours minimum. This may involve supervised testing, report writing, filing, sending out ARD notices to staff or parents, conferencing with staff or parents, etc.
- G. File review: You will review a minimum of 5 files containing the following eligibilities: LD, MR, ED, AU, and one of your choice. **This will be done using the matrix from the DEC Guide or your districts current file evaluation form.**
  
- H. Administration of specific assessment instruments. This must include the assessment of students from diverse backgrounds and the administration of:
  - a. SB:FE-V, WISC-IV (Proof of passing score of 5 in SPD 595), WAIS-III (Proof of passing score of 5 in SPD 595), WNV, and WPPSI-III (one needed)
  - b. WJ-III
  - c. WIAT-III
  - d. Informal assessment of a student with multiple disabilities (functional/contextual assessment or play-based assessment)
  - e. Language Dominance or Proficiency Assessment
  - f. Adaptive Behavior Assessment (SIBS, Vineland, or AAMR)

**\*Documentation will include copies of the front sheets of each test protocol with all identifying information removed as well as the supporting CIA with recommendations, and placement based on assessment results.**

The practicum student will attach a copy of the Ethical Standard for Registered Professional Educational Diagnosticians or the Ethical Principals for Psychologists from the American Psychological Association. These standards will apply to the handling of materials, clients and information obtained through the assessment process. Any violation will result in course failure and possible dismissal from the program.

In addition, this should be prefaced with a narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA.

**Documentation along with reflections should be submitted in a field-experience notebook with materials for submission appropriately divided.**

I. Maintain a professional calendar- photocopy and place in field-based notebook. This should include a personal schedule that fits the demands of the individual campus schedule referencing ARD meetings, testing, parent conferences and consultation. Priorities should be established and described in narrative format. This section of the notebook should be prefaced with a reference tool summarizing timelines as outlined by TEA.

## **2. District Forms Notebook**

You will put together a notebook containing copies of all your district's special education forms OR present these to me during my site visit. It should be well organized with tabs and dividers.

## **3. TExES Review:**

All students are required to attend the TeXes review session for Educational Diagnostician Exam. No students will be bar-coded without attendance at a review session.

## **4. Case Hearing Review:**

You will research a case dealing with special education that has gone to hearing/court, and prepare a one page overview. Assignments should be posted to digital drop box on the designated submission date and placed in appropriate section of field experience notebook Court cases are easily located using the link referenced below:  
<http://www.tea.state.tx.us/special.ed/hearings/index.html>

**5. In-service Manual:** Students will select a relevant topic to special educators (pre-approved) and prepare a half-day in-service training manual on the topic. Manual must include all necessary documents needed to present the

training, i.e. handouts, overheads, etc. A copy for each class member should be submitted. Topic presented must be based on the individual campus needs. Administration of a needs assessment would validate topic choice.

**6. TeXes Study Guide:** Each student will be responsible for contributing to the development of a student study guide. Further details will be given in class.

**7. Resource File:** Organize a resource file including community services and professional resources. This file should include brochures, pamphlets, and other available written information from organizations such as Texas Rehabilitation Commission, Professional and Parent Organizations, County Mental Health/Mental Retardation Authority, Local clinics/hospital, Region IV/VI, Texas Educational Diagnosticians Association, CEC, Professional publications and local district personnel.

**8. Topic in Special Education Paper:** Students will prepare an 8-10 page journal article on a current issue in special education. The paper can cover specific instructional techniques or assessment issues (**special topics can include (but are not limited to): Appropriate ARD Procedures, Reauthorization of IDEA, Best Practice in the Identification of Learning Disabilities, Best Practices in Bilingual Assessment, Discipline: Seclusion and Time Out, etc.**). Use *Dialog* or *Teaching Exceptional Children* as a guideline and journal format.

**9. Intervention Case Study:** Using a child within your school environment begin to create a case study portfolio that clearly shows the practicum students' ability to follow a child through the referral process, assessment process, intervention process, etc.

- \* problem well-identified in specific terms
- \* background relevant to the problem is determined
- \* intervention is linked to assessment
- \* intervention is based on research literature
- \* intervention is individualized to student's need
- \* intervention is acceptable, practical, effective
- \* methods for gathering data are specified (before, during, and after)
- \* obstacles to implementation are anticipated and addressed
- \* generalization and maintenance issues are considered

## 10. Test Reviews-TBA

### **Evaluation (\* indicates field-based activity):**

This course is designed as a CR/NCR course. Therefore, ALL assignments must be completed in order to receive credit for the class. In addition, evaluations from field based supervisors and university supervisors must indicate recommendation to receive course credit.

### **Expectations:**

Please note the specific expectations included in descriptions of the course requirements listed above. Interactive discussions and group tasks will be used to develop many of the topics presented in the course. Students will participate in cooperative group activities so attendance is critical. University attendance policy is enforced. .

### **Student Absences on Religious Holy Days Policy:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The

instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

### **Disabled Student Policy:**

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

### **Americans with Disabilities Act**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

## **Texas Administrative Code**

<b>TITLE 19</b>	<b>EDUCATION</b>
<b>PART 7</b>	<b>STATE BOARD FOR EDUCATOR CERTIFICATION</b>
<b>CHAPTER 239</b>	<b>STUDENT SERVICES CERTIFICATES</b>
<b>SUBCHAPTER C</b>	<b>EDUCATIONAL DIAGNOSTICIAN CERTIFICATE</b>
<b>RULE §239.83</b>	<b>Standards for the Educational Diagnostician Certificate</b>

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(a) The knowledge and skills identified in this section must be used by educational diagnostician preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the Standard Educational Diagnostician Certificate. These standards must also serve as the foundation for the professional growth plan, and continuing professional education activities required by §239.85 of this subchapter (relating to Requirements to Renew the Standard Educational Diagnostician Certificate).

(b) Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

(1) The beginning educational diagnostician knows and understands:

(A) state and federal regulations relevant to the role of the educational diagnostician;

(B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;

(C) models, theories, and philosophies that provide the basis for special education evaluations;

(D) issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and

(E) rights and responsibilities of parents/ guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

(2) The beginning educational diagnostician is able to:

(A) articulate the purpose of evaluation procedures and their relationship to educational programming; and

(B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.

(c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

(1) The beginning educational diagnostician knows and understands:

(A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;

(B) ethical practices related to assessment and evaluation;

(C) qualifications necessary to administer and interpret various instruments and procedures; and

(D) organizations and publications relevant to the field of educational diagnosis.

(2) The beginning educational diagnostician is able to:

(A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;

(B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;

(C) promote and maintain a high level of competence and integrity in the practice of the profession;

(D) exercise objective professional judgment in the practice of the profession;

(E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;

(F) comply with local, state, and federal monitoring and evaluation requirements;

(G) use copyrighted educational materials in an ethical manner; and

(H) participate in the activities of professional organizations in the field of educational diagnosis.

(d) Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

(1) The beginning educational diagnostician knows and understands:

(A) strategies for promoting effective communication and collaboration with others, including parents/ guardians and school and community personnel, in a culturally responsive manner;

(B) concerns of parents/ guardians of individuals with exceptional learning needs and appropriate strategies to help parents/ guardians address these concerns;

(C) strategies for developing educational programs for individuals through collaboration with team members;

(D) roles of individuals with disabilities, parents/ caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and

(E) family systems and the role of families in supporting student development and



educational progress.

(2) The beginning educational diagnostician is able to:

- (A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
- (B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
- (C) foster respectful and beneficial relationships between families and education professionals;
- (D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;
- (E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;
- (F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;
- (G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;
- (H) use appropriate communication skills to report and interpret assessment and evaluation results;
- (I) provide assistance to others who collect informal and observational data;
- (J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and
- (K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications).

(e) Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

(1) The beginning educational diagnostician knows and understands:

- (A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services;
- (B) the relationship between evaluation and placement decisions; and
- (C) the role of team members, including the student when appropriate, in planning an individualized program.

(2) The beginning educational diagnostician is able to:

- (A) use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
- (B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and
- (C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

(f) Standard V. The educational diagnostician knows eligibility criteria and procedures

for identifying students with disabilities and determining the presence of an educational need.

(1) The beginning educational diagnostician knows and understands:

(A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;

(B) educational implications of various disabilities; and

(C) the variation in ability exhibited by individuals with particular types of disabilities.

(2) The beginning educational diagnostician is able to:

(A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;

(B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and

(C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.

(g) Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The beginning educational diagnostician knows and understands:

(A) basic terminology used in assessment and evaluation;

(B) standards for test reliability;

(C) standards for test validity;

(D) procedures used in standardizing assessment instruments;

(E) possible sources of test error;

(F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);

(G) uses and limitations of each type of assessment instrument;

(H) uses and limitations of various types of assessment data;

(I) procedures for screening, prereferral, referral, and eligibility;

(J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);

(K) the necessity of monitoring the progress of individuals with disabilities;

(L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and

(M) methods of motor skills assessment.

(2) The beginning educational diagnostician is able to:

(A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;

(B) select and use assessment and evaluation materials based on technical quality and individual student needs;

(C) score assessment and evaluation instruments accurately;

(D) create and maintain assessment reports;

(E) select or modify assessment procedures to ensure nonbiased results;

(F) use a variety of observation techniques;

(G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;

- (H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
  - (I) determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
  - (J) make recommendations based on assessment and evaluation results;
  - (K) prepare assessment reports; and
  - (L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.
- (h) Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.
- (1) The beginning educational diagnostician knows and understands:
    - (A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
    - (B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;
    - (C) issues related to the representation in special education of populations that are culturally and linguistically diverse;
    - (D) ways in which diversity may affect evaluation; and
    - (E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.
  - (2) The beginning educational diagnostician is able to:
    - (A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
    - (B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.
- (i) Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.
- (1) The beginning educational diagnostician knows and understands:
    - (A) time management strategies and systems appropriate for various educational situations and environments;
    - (B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and
    - (C) methods for organizing, maintaining, accessing, and storing records and information.
  - (2) The beginning educational diagnostician is able to:
    - (A) select, adapt, or design forms to facilitate planning, scheduling, and time management;
    - (B) maintain eligibility folders; and
    - (C) use technology appropriately to organize information and schedules.

(j) Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

(1) The beginning educational diagnostician knows and understands:

(A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;

(B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;

(C) ethical considerations inherent in behavior interventions;

(D) teacher attitudes and behaviors that influence the behavior of individuals with disabilities;

(E) social skills needed for school, home, community, and work environments;

(F) strategies for crisis prevention, intervention, and management;

(G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and

(H) key concepts in behavior intervention (e.g., least intrusive accommodations/modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).

(2) The beginning educational diagnostician is able to:

(A) conduct functional behavioral assessments;

(B) assist in the development of behavioral intervention plans; and

(C) participate in manifestation determination review.

(k) Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

(1) The beginning educational diagnostician knows and understands:

(A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;

(B) varied learning styles of individuals with disabilities;

(C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;

(D) techniques for modifying instructional methods and materials for individuals with disabilities;

(E) functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);

(F) supports needed for integration into various program placements; and

(G) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

(2) The beginning educational diagnostician is able to:

(A) interpret and use assessment and evaluation data for instructional planning; and

(B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

### **Code of Ethics for Educators of Persons with Exceptionalities**

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Special education professionals exercise objective professional judgment in the practice of their profession.
- E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- F. Special education professionals work within the standards and policies of their profession.
- G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Student Name: \_\_\_\_\_  
 Completion Date: \_\_\_\_\_

**SPD 679 Practicum for Educational Diagnosticians Checklist**

- |   |  |
|---|--|
| <input type="checkbox"/> File review                            | <input type="checkbox"/> In-service Training manual                                      |
| <input type="checkbox"/> LD                                     |  |
| <input type="checkbox"/> MR                                     | <input type="checkbox"/> Campus needs assessment   |
| <input type="checkbox"/> ED                                     |  |
| <input type="checkbox"/> AU                                     | <input type="checkbox"/> Intervention Case Study   |
| <input type="checkbox"/> choice                                 | <input type="checkbox"/> Test Review   |
| <input type="checkbox"/> Ethical principals                     |  |
| <input type="checkbox"/> Log Sheets (time added)                | <input type="checkbox"/> Professional calendar<br>(w/timelines)                          |
| <input type="checkbox"/> Assessment Administration              |  |
| <input type="checkbox"/> SB:FE-V administration                 |  |
| <input type="checkbox"/> WISC-IV administration                 | <input type="checkbox"/> District forms list   |
| <input type="checkbox"/> WAIS-III administration                | <input type="checkbox"/> District forms evaluation                                       |
| <input type="checkbox"/> WPPSI-III administration               | <input type="checkbox"/> Weekly Reflections  |
| <input type="checkbox"/> WJ-III administration                  | <input type="checkbox"/> Attendance at TExES Review                                      |
| <input type="checkbox"/> WIAT-II administration                 |  |
| <input type="checkbox"/> Informal assessment                    |  |
| <input type="checkbox"/> Language Dominance                     |  |
| <input type="checkbox"/> Adaptive Behavior                      |  |
| <input type="checkbox"/> WNV administration                     |  |
| <input type="checkbox"/> Report(s) including assessments listed |  |
| <input type="checkbox"/> SB:FE-V                                |  |
| <input type="checkbox"/> WISC-IV                                |  |
| <input type="checkbox"/> WAIS-III                               |  |
| <input type="checkbox"/> WPPSI-III                              |  |
| <input type="checkbox"/> WJ-III                                 |  |
| <input type="checkbox"/> WIAT-II                                |  |
| <input type="checkbox"/> Informal                               |  |
| <input type="checkbox"/> Language Dominance                     |  |
| <input type="checkbox"/> Adaptive Behavior                      |  |
| <input type="checkbox"/> _____                                  | <input type="checkbox"/> Attendance at a minimum of 2 Initial ARD meetings w/Reflections |

- \_\_\_    \_\_\_    \_\_\_    Attendance at a minimum of 3 Annual ARD meetings  
w/Reflections
- \_\_\_    \_\_\_    \_\_\_    \_\_\_    Attendance at a minimum of 4 Re-evaluation ARD meetings  
w/Reflections
- \_\_\_    Attendance at a minimum of 1 Manifest Determination ARD meeting  
w/Reflections
- \_\_\_    Attendance at a minimum of 1 parent conference with a diagnostician  
w/Reflections
- \_\_\_    Minimum of 5 hours spent assisting a diagnostician
- \_\_\_    Case Hearing Review
- \_\_\_    Special Topic Report/Journal Submission Criteria Followed
- \_\_\_    Campus Agreement
- \_\_\_    Resource File





## Sam Houston State University Educational Diagnostician Program: SPD 679 Portfolio Scoring Sheet

Student: \_\_\_\_\_ Portfolio Type: \_\_\_ Master's \_\_\_ Certification

<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<p><b>Assessment Reports</b></p> <ul style="list-style-type: none"> <li>(0) Background information incomplete</li> <li>(0) Observations missing or inadequate</li> <li>(0) Meager discussion of results</li> <li>(0) Clear interpretation and integration of results</li> <li>(0) Inadequate diagnostic conclusions and conceptualization</li> <li>(0) Recommendations not specific or practical or based on data developed from assessment</li> <li>(0) Poorly written and organized</li> </ul>	<p><b>Assessment Reports</b></p> <ul style="list-style-type: none"> <li>(2) Adequate background information</li> <li>(2) Appropriate observations</li> <li>(2) Clear discussion of results</li> <li>(2) Clear interpretation and integration of results</li> <li>(2) Accurate diagnostic conclusions and conceptualization</li> <li>(2) <b>Specific and practical recommendations based on data developed from assessment</b></li> <li>(2) Effectively written and organized</li> </ul>	<p><b>Assessment Reports</b></p> <ul style="list-style-type: none"> <li>(3) Extensive background information</li> <li>(3) Appropriate observations</li> <li>(3) Well-developed discussion of results</li> <li>(3) Clear interpretation and integration of results</li> <li>(3) Diagnostic conclusions and conceptualization well-developed and supported</li> <li>(3) Specific, practical, research-based recommendations based on assessment data</li> <li>(3) Excellent writing and overall organization</li> </ul>
<p><b>Intervention Case Studies</b></p> <ul style="list-style-type: none"> <li>(0) Problem not clearly identified</li> <li>(0) Incomplete background information</li> <li>(0) Intervention is generic and/or not clearly linked to assessment data</li> <li>(0) Intervention is not research based</li> <li>(0) Intervention is too complex or too simple</li> <li>(0) Data collection is incomplete</li> <li>(0) Intervention is unsuccessful and the outcome is adequately explained</li> </ul>	<p><b>Intervention Case Studies</b></p> <ul style="list-style-type: none"> <li>(2) Clearly identified problem</li> <li>(2) Adequate background information</li> <li>(2) Intervention is individualized and linked to assessment data</li> <li>(2) Intervention is research based</li> <li>(2) Intervention is practical and acceptable</li> <li>(2) Intervention is evaluated by data collection</li> <li>(2) Intervention is successful or, if unsuccessful, the outcome is adequately explained</li> </ul>	<p><b>Intervention Case Studies</b></p> <ul style="list-style-type: none"> <li>(3) Well-identified problem</li> <li>(3) Extensive and relevant background information described</li> <li>(3) Intervention is individualized and linked to assessment data</li> <li>(3) Intervention has well-developed research base</li> <li>(3) Intervention is practical and acceptable</li> <li>(3) Intervention is evaluated through ongoing data collection</li> <li>(3) Intervention is successful or, if unsuccessful, the outcome is adequately explained</li> </ul>
<p><b>Literature Review and Topical Paper</b></p> <ul style="list-style-type: none"> <li>(0) Content inadequate or incomplete</li> <li>(0) Content is not current or relevant</li> <li>(0) Lacks depth of knowledge/understanding</li> <li>(0) Lack of focus or purpose</li> <li>(0) Poor organization or writing</li> </ul>	<p><b>Literature Review and Topical Paper</b></p> <ul style="list-style-type: none"> <li>(2) Adequate coverage of topic</li> <li>(2) Content is basically current and relevant</li> <li>(2) Demonstrates depth of knowledge/understanding</li> <li>(2) Adequate focus and purpose</li> <li>(1) Adequate organization and writing</li> </ul>	<p><b>Literature Review and Topical Paper</b></p> <ul style="list-style-type: none"> <li>(3) Extensive coverage of topic</li> <li>(3) Content is very current and relevant</li> <li>(3) Exceptional in depth of analysis</li> <li>(2) Exceptional focus and purpose</li> <li>(2) Exceptional writing and</li> </ul>

		organization
<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Field Experiences</b> (0) Inadequate description of setting (0) Incomplete description of professional goals (0) Inadequate description of frequency/duration (0) Lacks critical evaluation of services provided (0) Lacks critical evaluation of self (0) Influence not adequately evaluated	<b>Field Experiences</b> (1) Adequate description of setting (2) Adequate description of professional goals (2) Adequate description of frequency/duration (2) Adequate critical evaluation services provided (2) Adequate critical evaluation of self (2) Influence adequately evaluated	<b>Field Experiences</b> (2) Extensive description of setting (3) Extensive description of professional goals (3) Complete description of frequency/duration (3) Good critical evaluation of services provided (3) Reflective critical evaluation of self (3) Influence extensively evaluated
<b>Personal Essay</b> (0) Theoretical orientation is unclear (0) Professional strengths and areas of interest not identified (0) Vague career goals within the field of Special Education/Educational Diagnostician (0) Personal and professional development occurring through the training program (0) Unsure of self as an Educational Diagnostician (0) Coursework and knowledge not integrated (0) Does not identify areas needing improvement and/or vague professional development plan	<b>Personal Essay</b> (2) Clear description of theoretical orientation (2) Identifies one or more professional strengths and areas of interest in assessment issues (2) Appropriate career goals within field of Special Education/Educational Diagnostician (2) Personal and professional development occurring through the training program (2) Appropriate view of self as an Educational Diagnostician (2) Integration of coursework and knowledge (2) Adequate discussion of areas needing improvement and future professional development plan	<b>Personal Essay</b> (3) Well-developed statement of theoretical orientation (3) Identifies multiple professional strengths and areas of interest in school psychology (3) Clear career goals within the field of Special Education/Educational Diagnostician (3) Well thought-out description of personal and professional development throughout the training program (3) Sophisticated view of self as an Educational Diagnostician (3) Exceptional integration of coursework and knowledge (3) Well-thought out discussion of areas needing improvement and elaborate future professional development plan
<b>Overall Portfolio</b> (0) Materials are incomplete (0) Poorly organized and poor appearance (0) Written communication is unclear (0) Content lacks essential information	<b>Overall Portfolio</b> (2) Materials generally complete (2) Professional appearance and organization (2) Clearly written (2) Appropriate content	<b>Overall Portfolio</b> (3) Materials complete (3) Exceptional Appearance and organization (3) Well written and clear (3) Complete and detailed contents

Faculty Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Total Points: \_\_\_\_/105 (86=80%)

80% required for decision of Pass

**Recommended Decision:** \_\_\_\_\_ **Pass** \_\_\_\_\_ **Fail**