

SPD 679 PRACTICUM FOR EDUCATIONAL DIAGNOSTICIANS

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

College of Education

Department of Language, Literacy and Special Populations

Spring 2008

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.

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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:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • CEC Knowledge and Skill Base for all Beginning Educational Diagnosticians • <i>Specialty organization standards</i>
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	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	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	<u>6.2s, 6.5s, 6.8k, 7.1s</u> <u>ED8K1, ED8k9, ED8s3, ED8s5-ED8s10</u> <i>2.2k, 3.1k, 8.4s</i>

of enhancing knowledge about individual learners and their functioning).	f . Adaptive Behavior Assessment (SIBS, Vineland, or AAMR)	eligibility for various disabilities as identified by IDEA	
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 TK20 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. Copy of front page and signature sheet of Attendance at a minimum 2 Initial ARD meeting
- B. Copy of front page and signature sheet of Attendance at a minimum of 3 Annual ARD meetings.
- C. 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. Copy of front page and signature sheet of Attendance at a minimum of 1 Manifest Determination ARD meeting.
- E. Documentation 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 your districts current file evaluation form.
- H. **Assessment Reports and Administration (**TK20 submission):** 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 cognitive and achievement
 - (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.**

**** TK20 submission will only include one complete assessment report. See rubric guidelines.**

- I. The practicum student will attach a copy of the Ethical Standard for Registered Professional Educational Diagnosticians. 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.
- J. **Assessment Battery:** Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA.
- K. **Field Experience Documentation Reflections (TK20 submission)** - reflections must address the following components:
 - (a) Extensive description of setting
 - (b) Extensive description of professional goals
 - (c) Complete description of frequency/duration
 - (d) Good critical evaluation of services provided
 - (e) Reflective critical evaluation of self
 - (f) Influence extensively evaluated

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

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 and Study Guide:

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. In addition, Each student will be responsible for contributing to the development of a student study guide. Further details will be given in class.

4. 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.

5. 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.

6. Topic in Special Education Paper (TK20 submission): 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. Follow specific guidelines addressed in attached TK20 Assessment Portfolio Rubric.

7. Intervention Case Study (TK20 submission): 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.

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

8. Personal Essay (TK20 Submission): Essay should address the following components:

- (a) Well-developed statement of theoretical orientation
- (b) Identifies multiple professional strengths and areas of interest in school psychology
- (c) Clear career goals within the field of Special Education/ Educational Diagnostician
- (d) Well thought-out description of personal and professional development throughout the training program
- (e) Sophisticated view of self as an Educational Diagnostician
- (f) Exceptional integration of coursework and knowledge
- (g) Well-thought out discussion of areas needing improvement and elaborate future professional development plan

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. Failure to submit all 4 TK20 assignments into TK20 will result in NCR.

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.

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
(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"/> _____ | 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 Assessment Portfolio Scoring Sheet

Student: _____ Portfolio Type: ___ Master's ___ Certification

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

relevant (0) Lacks depth of knowledge/understanding (0) Lack of focus or purpose (0) Poor organization or writing	(2) Demonstrates depth of knowledge/understanding (2) Adequate focus and purpose (1) Adequate organization and writing	and relevant (3) Exceptional in depth of analysis (2) Exceptional focus and purpose (2) Exceptional writing and organization
Below Standard	Meets Standard	Exceeds Standard

Field Experiences (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	Field Experiences (1) Adequate description of setting (2) Adequate description of professional goals (2) Adequate description of frequency/duration (2) Adequate critical evaluation of services provided (2) Adequate critical evaluation of self (2) Influence adequately evaluated	Field Experiences (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
Personal Essay (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	Personal Essay (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	Personal Essay (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
Overall Portfolio (0) Materials are incomplete (0) Poorly organized and poor appearance (0) Written communication is unclear (0) Content lacks essential information	Overall Portfolio (2) Materials generally complete (2) Professional appearance and organization (2) Clearly written (2) Appropriate content	Overall Portfolio (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