I. COURSE DESCRIPTION

This course provides the competencies needed to be proficient with individual testing, scoring, and interpretation of tests for individual psychoeducational assessment within the context of special education. Instructor’s permission is required. Prerequisites are CNEP 5317 and CNEP 5374.

II. RATIONALE

SPED 5310 is a required course for the Educational Diagnostician certificate. This course provides students with the skills necessary to properly administer and interpret psychoeducational tests for the purpose of determining eligibility for special education services and program planning/evaluation.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

1. Learner-Centered Knowledge. The diagnostician possesses and draws a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. Equity in Excellence for All Learners. The diagnostician responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. TExES COMPETENCIES

The Educational Diagnostician Field 153 TExES program competencies covered in this course follow.
DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001
The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.

The beginning educational diagnostician:

Recognizes and applies knowledge of the cognitive, academic, communicative, physical, social, and emotional characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities.
Analyzes the educational implications of various disabilities.
Knows how to use various types of assessment and evaluation procedures to identify students with disabilities and determine the presence of an educational need.
Knows how to gather and use background information regarding the educational/development (e.g., behavioral social, academic), medical, and family history of individuals with disabilities.

Competency 002
The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning, and instruction.

The beginning educational diagnostician:

Recognizes how the ethnic, cultural, and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning, and instruction.
Applies knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities.
Demonstrates awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.

DOMAIN II – ASSESSMENT AND EVALUATION

Competency 003
The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision-making.

The beginning educational diagnostician:
Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services.

Knows the rights of parents/guardians and students (i.e., procedural safeguards) in relation to assessment and evaluation.

Applies knowledge of the links between evaluation, goals and objectives, and placement decisions.

Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions, and support ongoing review.

Knows the roles of team members, including the student when appropriate, in planning an individualized program.

Competency 004
The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

The beginning educational diagnostician:

Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.

Demonstrates knowledge of standards for test norming, reliability, and validity; procedures used in standardizing assessment instruments; and sources of measurement error.

Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities.)

Applies knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal).

Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational developmental, assistive technology, motor skills).

Applies knowledge of procedures for screening, prereferral, referral, and eligibility.

Demonstrates the ability to score assessment and evaluation instruments accurately, and to create and maintain evaluation reports according to federal and state guidelines.

Knows how to collaborate effectively with families and with other professionals in assessing and evaluation individuals with disabilities.

Competency 005
The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

The beginning educational diagnostician:
Analyzes the uses and limitations of various types of formal and informal assessment and evaluation data.
Demonstrates knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).
Applies skills for evaluation and interpreting information derived from formal and informal instruments and procedures in the areas of cognitive ability, adaptive behavior, and academic skills.
Recognizes when a student needs further assessment and/or evaluation, including that conducted by other professionals, in specific areas (e.g., language skills, physical skills, social/emotional behavior, assistive technology needs).
Uses assessment and evaluation results to determine a student’s needs in various curricular areas and to make recommendations for intervention, instruction, and transition planning.
Uses performance data and information from teachers, other professionals, the student, and the student’s parents/guardians to recommend appropriate modifications and/or accommodations within learning environments.

DOMAIN III – CURRICULUM AND INSTRUCTION

Competency 006
The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.

The beginning educational diagnostician:

Demonstrates knowledge of curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for students with disabilities.
Demonstrates knowledge of individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).
Applies skills for interpreting assessment and evaluation data and using data for instructional recommendations.
Demonstrates knowledge of a variety of instructional strategies, technology tools, and curriculum materials to address the individual needs and varied learning styles of students with disabilities within the continuum of services.
Knows how to modify curriculum content for individuals with disabilities.
Applies knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.

Competency 007
The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students’ behavioral and social skills.
The beginning educational diagnostician:

Demonstrates knowledge of requirements and procedures for functional behavioral assessments and manifestation determination reviews.
Knows applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for students with disabilities.
Demonstrates knowledge of social skills needed for school, home, community, and work environments.
Demonstrates knowledge of the effects of antecedents and consequences, including teacher attitudes and behaviors, on the behavior of students with disabilities.

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 008
The educational diagnostician understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal, and ethical foundations of evaluation related to special education.

The beginning educational diagnostician:

Demonstrates knowledge of models and theories that provide the basis for special education evaluations, and knows the purpose of evaluation procedures and their relationship to educational programming.
Applies knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs.
Knows how to comply with local, state, and federal monitoring and evaluation requirements.
Applies knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services.
Demonstrates knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to individual learning needs.
Applies knowledge of ethical practices (e.g., in relation to confidentiality, informed consent, placement, state accountability measures).
Knows qualifications necessary to administer and interpret various instruments and procedures.
Knows organizations and publications relevant to the field of educational diagnosis, and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

Competency 009
The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management, and organization.
The beginning educational diagnostician:

Applies skills and strategies for engaging in effective communication, collaboration, and consultation with others (e.g., students with disabilities, parents/guardians, classroom teachers, other school and community personnel) to meet the needs of individuals with disabilities in a culturally responsive manner.

Applies skills for effective communication and collaboration in a variety of contexts (e.g., conducting conferences with students and families, working with other professionals to include students in specific learning environments, communicating about characteristics and needs of students with disabilities, reporting and interpreting assessment results to professional and parents/guardians).

Knows the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in planning educational programs, and knows strategies for collaborating with team members to develop appropriate educational programs for individuals.

Knows how to keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications).

Applies knowledge of legal and regulatory timelines, schedules, deadlines, and reporting requirements and methods for maintaining eligibility folders and for organizing, maintaining, accessing, and storing records.

V. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:

1. Utilize multiple assessments, standardized and informal, in a child-centered evaluation process (III.1,2,3; IV. 001,004,005).

2. Interpret assessment results, utilizing psychometric concepts (III. 1,2; IV. 005).

3. Analyze assessment data to determine individual strengths and needs (III. 1,2,3; IV. 005).

4. Determine eligibility for special education services based on state mandated criteria (III. 1,3; IV. 001, 004, 005).

5. Use proper administration procedures for diverse assessment instruments (III. 1,2; IV 004).

6. Apply assessment data to the development of the IEP (III. 2; IV. 006).
7. Identify the available range of general (ESL, Bilingual, Compensatory, etc.) and special education services, placements and programs (III. 3; IV. 003, 006).

8. Understand the impact of culture, socioeconomic and linguistic diversity on assessment choices, administration and interpretation (III. 3; IV. 002, 008).

9. Work collaboratively with families, professionals and community agencies in a case manager role (III. 2,3; IV. 004, 009).

10. Demonstrate knowledge of state and federal special education laws (III. 2,3; IV. 002, 003, 007, 008, 009).

VI. COURSE TOPICS

The major topics to be considered are:

- Special education laws and regulations
- Special education referral process/timelines
- Multiple assessment approach
- Learner-centered philosophy
- Test measurement concepts
- Standardized and informal assessment
- Linguistic, cultural and socioeconomic factors
- Adaptive, behavioral and developmental assessment
- Test interpretation/results analysis
- Parent/student rights (Confidentiality, Due Process, etc.)
- ARD process/IEP development
- Collaborative teams
- Least restrictive environment/continuum of services
- Case manager role of diagnostician

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

- Lecture and discussion
- Teaching demonstrations
- Multimedia
- Cooperative groups
VIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignments are:

A. Grading criteria

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>100</td>
</tr>
<tr>
<td>Presentations (Four, 10 pts. each)</td>
<td>40</td>
</tr>
<tr>
<td>Testing portfolios (Six, 20 pts. each)</td>
<td>120</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>260</strong></td>
</tr>
</tbody>
</table>

B. Assigning grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>251 – 260</td>
</tr>
<tr>
<td>B</td>
<td>241 – 250</td>
</tr>
<tr>
<td>C</td>
<td>231 – 240</td>
</tr>
<tr>
<td>F</td>
<td>230 or less of total possible points</td>
</tr>
</tbody>
</table>

You will be required to administer the Woodcock-Johnson III Achievement Test to three individuals and the Weschler Individual Achievement III test to three individuals, preferably children. You will thus administer a total of six tests throughout the semester. You will prepare a testing portfolio consisting of the individual’s test protocol and a testing summary/interpretation report. A format for this report will be provided.

You will be required to give four presentations in small groups. Details of the presentations will be given to you.

You will have one test and will be provided with study guides and/or reviews.

IX. COURSE SCHEDULE AND POLICIES

The weekly schedule (subject to change when necessary) for this course is as follows:

Jan. 17  Check out Woodcock-Johnson III Achievement test kits and Weschler Individual Achievement III Test kits; Course introduction and requirements; Overton, Terry, Chapter 1: An Introduction. Determine small groups for presentations. Assignment: Read chapters 1 and 2. Read WJ III manual. Ongoing, for the semester: Administer WJ III to three individuals. Write a testing summary/interpretation report for each.

**DUE: March 22** Assignment: Administer WIAT III to three individuals. Write a testing summary/interpretation report for each.

**DUE: April 26** (You may turn your testing and reports in at any time. You may be asked to correct and re-write. Corrections and revisions for all six reports must be completed by the last day of class, May 3.)


Mar. 20  NO CLASS. SPRING BREAK.


Apr. 3   Chapter 11: Interpreting Assessment for Educational Intervention. Presentation of WIAT III reading subtests. Assignment:

April 10 Lesson: How to conduct an ARD meeting. Presentation of WIAT III oral language subtests. Prepare for exam on April 13.

Apr. 17 TEST

Apr. 24 NO CLASS. Library/testing night.
May 1  Lesson:  Legal issues and eligibility.  Cross battery assessment.  
**Presentation of WIAT III math subtests.  DUE:  WIAT III portfolios.**

May 8  Duties and responsibilities of educational diagnosticians.  **Presentation of WIAT III written expression subtests.**  Discussion of Procedural Safeguards.  Wrap up.

Class policies:

Students are expected to attend every class meeting and arrive on time.  Attendance will be taken each class session.  If, in case of an emergency or illness, notify the instructor when you will not be in class.  It is important to read all assigned material and be prepared to participate in class discussion and group exercises.  Participation in the group effort for presentations is mandatory.  For individuals that miss a class session, it is their responsibility to acquire class notes and handouts.  The instructor will not furnish a copy of lecture notes.  Late assignments will not be accepted.  Test dates must be adhered to except in emergency situations.

X. TEXTBOOK


XI. BIBLIOGRAPHY


XII. COURSE POLICIES

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty.  Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism.  (Plagiarism is the presentation of the work of another as...
one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **May 2, 2011** is the last day to drop a class with an automatic grade of "W" this term.

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf](http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf).

**Grade Appeals***
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an
accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS