I. COURSE DESCRIPTION

The Educational Diagnostician Program prepares assessment specialists for school districts. Educational Diagnosticians are charged with administering the assessments that assist school districts with determining eligibility for special education placement. In this course, academic and cognitive assessments are combined for interpretation, students are exposed to a variety of testing instruments, and Full and Individual Evaluations are developed for various categories of eligibility. Students will learn how to administer, score and interpret the Woodcock Johnson IV Cognitive. Cross-battery assessment, using the Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities, will be practiced.

II. RATIONALE

This course is designed to provide educational diagnostician students with practical experience in selecting and administering assessment devices as well as interpreting the results of assessments. It provides students with opportunities of using the results of assessment information in determining instructional outcomes for children with disabilities.

III. STATE ADOPTED PROFICIENCIES FOR EDUCATIONAL DIAGNOSTICIANS

The state adopted proficiencies do not pertain to this course.

IV. STUDENT LEARNING OUTCOMES

Students in the Advanced Assessment course will learn how to administer, score, and interpret the Woodcock Johnson III Cognitive. They will practice cross-battery assessment and write Full and Individual Evaluations.
V. TExES COMPETENCIES

The educational diagnostician 153 TExES program competencies covered in this course follow:

DOMAIN I – STUDENTS WITH DISABILITIES

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:

A. 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.

D. Analyzes the educational implications of various disabilities.

E. Knows how to use various types of assessment and evaluation procedures to identify students with disabilities and determine the presence of an educational need.

F. Knows how to gather and use background information regarding the educational/developmental (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:

A. Demonstrates knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.

D. Uses strategies and procedures that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming and placement and that ensure nonbiased results.

DOMAIN II – ASSESSMENT AND EVALUATION

Competency 3

The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making.
The beginning educational diagnostician:

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

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

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

**Competency 004**

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

C. 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).

D. Demonstrates knowledge of how to select or modify assessment procedures to minimize bias in results.

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

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

**Competency 005**

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

A. Analyzes the uses and limitations of various types of formal and informal assessment and evaluation data.

C. Applies skills for evaluating and interpreting information derived from formal and informal instruments and procedures in the areas of cognitive ability, adaptive behavior and academic skills.

D. Recognizes when a student needs further assessment and/or evaluation, including that conducted by other professionals in specific area (e.g., language skills, physical skills, social/emotional behavior, assistive technology needs).
E. 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.

F. 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 6**

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

A. Demonstrates knowledge of curricula for the development of motor, cognitive, academic, social, language, affective, career and functional skills for students with disabilities.

C. Applies skills for interpreting assessment and evaluation data and using data for instructional recommendations.

D. 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.

E. Knows how to modify curriculum content for individuals with disabilities.

F. Knows how to select and adapt instructional methods, strategies and materials to provide accommodations for individuals with disabilities.

G. Applies knowledge of functional skills instruction for transitioning cross environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.

**Competency 7**

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

C. Demonstrates knowledge of ethical considerations in all aspects of behavior intervention.

D. Demonstrates knowledge of social skills needed for school, home, community and work environments.

F. Demonstrates knowledge of strategies for preparing students to live productively in a multiclass, multiethnic, multicultural and multinational world.
G. Knows strategies for crisis prevention, intervention and management for student with disabilities.

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

**DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES**

**Competency 8**

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.

A. 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.

B. 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.

G. Knows how to create quality educational opportunities that are appropriate for individuals with disabilities and reflect respect for their culture, gender and personal beliefs.

**Competency 009**

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

B. Demonstrates knowledge of family systems and the role of parents/guardians in supporting student development and educational progress and applies strategies for encouraging students’ and families’ active participation in the educational team, addressing families’ concerns and fostering respectful and beneficial relationships between families and education professionals.

C. 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 professionals and parents/guardians).
E. Knows how to keep accurate and detailed record of assessments, evaluations, and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications).

G. Knows how to use technology appropriately to organize information and schedules.

VI. COURSE OBJECTIVES/LEARNING OUTCOMES

This course is designed so that the student will be able to:

1. Administer, score, and interpret the Woodcock Johnson IV Cognitive.

2. Develop and write Full and Individual Evaluations.

3. Practice the essentials of cross-battery assessment.

VII. COURSE TOPICS

1. Administration of Woodcock Johnson IV Cognitive

2. Essentials of Cross-Battery Assessment

3. Components of Full and Individual Evaluations (FIEs)

4. Components of various types of assessments

5. Identification procedures for various types of disabilities

6. Diversity in evaluation

7. Collaborating with families and other professionals

8. Modifications, accommodations, and recommendations

9. Transition

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

Methods and activities utilized within this course will include:

- Modeling
- Guided practice and discussion
- Administering assessment devices
- Interpreting the results of assessment information
- Case studies
- Report writing
IX. EVALUATION AND GRADE ASSIGNMENT AND OVERVIEW OF COURSE REQUIREMENTS

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

A. Grading criteria

<table>
<thead>
<tr>
<th>Test</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Tests (50 questions each)</td>
<td>100</td>
</tr>
<tr>
<td>2 FIEs (50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>3 WJ IV Cognitive reports (20 pts. each)</td>
<td>60</td>
</tr>
</tbody>
</table>

**TOTAL** 260

B. Assigning grades:

- **A** 251 – 260
- **B** 241 – 250
- **C** 231 – 240
- **F** 230 or less of total possible points

You will be required to administer the Woodcock-Johnson IV Cognitive to three individuals, preferably children. You will prepare three summary/interpretation reports to explain the results of your testing. A format for these reports will be provided. **DUE: March 4.** You will write two FIE’s based on testing information provided for you. The due date for FIE 1 is **March 11.** The due date for FIE 2 is **April 8.** You will have two tests.

X. COURSE SCHEDULE

Jan. 21: Check out Woodcock-Johnson IV Cognitive test kits; Course introduction and requirements. Read testing manuals. Ongoing, for the semester: Administer WJ IV Cognitive to three individuals. Write a testing summary/interpretation report for each. **DUE: March 4.** (You may turn your testing and reports via e-mail at any time. You may be asked to correct and re-write.)


Feb. 4: Administration of WJ IV Cognitive.

Feb. 11: Administration of WJ IV Cognitive.

Feb. 18: Discuss course topics. Text: Chapters 1 & 2, Appendix A. **Essentials of Cross-Battery Assessment.**

Feb. 25: Discuss course topics. Text: Chapters 3, 4, & 5. **Essentials of Cross-Battery Assessment."
Mar. 4: Discuss course topics. Text: Chapters 6 & 7. Essentials of Cross-Battery Assessment. **DUE: three summary/interpretation reports to explain the results of your testing**

Mar. 11: No class. Online assignment. **DUE: FIE report #1.**

Mar. 18 NO CLASS. SPRING BREAK

Mar. 25 Test

April 1: Using various types of assessments (including formal and informal assessment): other types of cognitive and achievement assessments, adaptive scales, early childhood measures, behavior rating scales, ADHD rating scales, autism rating scales, motor skills measurements, assistive technology assessments, etc.

Selecting appropriate assessments for the 13 categories of eligibility.

Identification procedures for various types of disabilities. How to select or modify assessment procedures to minimize bias in results.

Identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds. Strategies and procedures that are responsive to diverse backgrounds that ensure nonbiased results. Collaborating with families and other professionals

April 8: Individual Education Program (IEP); FIE to annual goal development. Links between evaluation, goals and objectives and placement decisions. Using technology. Evaluations by other professionals in specific areas (e.g., language skills, physical skills, social/emotional behavior, assistive technology needs). **DUE: FIE report #2.**

April 15 No class. Online assignment.

April 22: Transition plans. Ethical considerations. Identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

Modifications, accommodations, instructional strategies, and recommendations. Crisis prevention, intervention and management for students with disabilities. How to keep accurate and detailed records of assessments, evaluations, and related proceedings.

April 29: Test
XI. TEXTBOOK


XII. BIBLIOGRAPHY


XIII. 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.

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.