

**EPS 555 School & Behavioral Psychology and Educational Diagnostic Practicum
 School & Behavioral Psychology
 NASP Approved Program
 Spring 2007**

Educational Diagnostician Evaluation Scoring Guide

Elements of Standard	Unacceptable 1	Acceptable 2	Target 3	Score
<p>The candidate demonstrates skills acquired from a sequence of clearly defined professional skills. The candidate is capable of identifying areas of student strengths and weaknesses with a wide range of assessment techniques. Outcomes are used to systematically remediate identified areas of academic weakness by employing scientifically based intervention systems in conjunction with on-going measures of student progress.</p>	<p>The candidate provides evidence for only a limited array of assessment techniques employed during the field experience. Testing outcomes are not used to develop appropriate remediation strategies. On-going measures of student progress are not conducted. Field and clinical experiences are limited and are not well integrated with coursework. The field experience does not provide candidates with the opportunity to acquire, practice, and refine competencies in a developmental recursive manner.</p>	<p>The candidate provides evidence that the field experience includes traditional assessment measures and well designed curriculum-based assessment strategies. Testing outcomes are used to develop remediation procedures. The candidate's field and clinical experiences have been integrated with coursework.</p>	<p>Field experience puts strong emphasis on employing curriculum-based assessment in conjunction with traditional testing. Outcomes are used to develop and refine remediation plans using scientifically based principles and strategies. Student progress is monitored regularly. Field and clinical experiences are systematically planned, implemented, and integrated throughout the field experience. The field experience is clearly linked to program goals, and the candidate provides evidence that s/he has had opportunities to practice and refine professional competencies in a developmental recursive manner.</p>	

<p>The candidate is provided training with a wide range of assessment techniques. Such techniques cover the entire spectrum of academic deficits found in the public schools. During the field experience, the candidate has an opportunity to develop and implement remediation plans for the full range of student abilities, ages, types, and levels in a variety of settings.</p>	<p>The candidate has an opportunity to assess and develop remediation plans only for a specific area or type of academic weakness to the exclusion of other types and levels of abilities. The field and clinical experience provides the candidate an opportunity to work in a limited number of settings that minimally or inadequately address the full range of ages, types, and levels of abilities for which s/he is preparing.</p>	<p>The candidate is given exposure to several types of field and clinical experiences in settings that address a diversity of ages, types, and levels of abilities commensurate with the license for which s/he is preparing.</p>	<p>The candidate has an opportunity to use traditional and curriculum-based assessment techniques. The candidate provides reports that include student remediation plans. Moreover, the candidate provides data-based measures of student progress predicated on scientifically based intervention systems. Assessments and interventions are conducted in a wide range of settings with a variety of ages and levels of abilities. The candidate's report includes outcomes that reveal improvement in student performance subsequent to interventions.</p>	
<p>The candidate provides evidence that s/he has been supervised by a qualified mentor. Such evidence includes copies of the mentor's Texas certification/licensure in the area of educational diagnostics or school psychology. The candidate's mentor is familiar with and promotes scientifically based assessment and intervention techniques.</p>	<p>The candidate provides evidence for only a minimal number of field and clinical experiences which have been supervised by the mentor. The candidate provides no evidence that the supervisor has provided guidance in the assessment and development of interventions addressing student progress in areas of identified weaknesses.</p>	<p>The majority of the candidate's field and clinical experiences has been supervised by a qualified mentor. The candidate provides evidence that the supervisor has facilitated assessments and interventions addressing student progress in areas of identified weaknesses.</p>	<p>The candidate provides multiple sources of evidence that all of his/her field and clinical experiences have been supervised by a qualified mentor. Additionally, it is clear that the candidate's mentor has facilitated the candidate's assessments and interventions with regard to a wide range of settings, ages, and levels of abilities. Throughout the field experience, the mentor has provided feedback and constructive criticism to enhance the candidate's professional development.</p>	

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Field Supervision Practicum Agreement

The practicum candidate and public school mentor agree to the general provisions of the above syllabus and rubric program and other details as described in this document. Formal acceptance is indicated by signature(s) below.

INTERN:

Signature

Date

Address

Home Phone

Work Phone

FIELD SUPERVISOR/MENTOR:

Signature

Date

Address

Home Phone

Work Phone

UNIVERSITY SUPERVISOR:

Signature

Date

Address

Home Phone

Work Phone