At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect ... Lumberjacks command respect and treat others with respect.

The Principle of Caring ... Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility ... Lumberjacks do what is right.

The Principle of Unity ... Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity ... Lumberjacks have the courage to do what is right, even when it is hard or unpopular

Instructor: Paige R. Mask, Ph.D.

Time/Location: Online w/in Desire 2 Learn - D2L
Office Phone: 936 468-1076

Office: HSTC 3rd floor of Human Services Building Room 313B

Office Hours: Tuesday 1:30 - 3:00 pm, Wednesday 1:30 - 3:00 pm and Thursday 1:30 - 3:00 pm

Credits: 3 semester hours, graduate credit

Fax: (936) 468-5837 Attention: Paige Mask

E-mail: D2L e-mail for course purposes. Secondary e-mail- maskp@sfasu.edu

Mailing Address: Stephen F. Austin State University, Department of Human Services - Paige Mask, P.O. Box 13019, Nacogdoches, Texas 75962

OR physical address of Stephen F. Austin State University, Department of Human Services - Paige Mask, 2100 North Raguet, Nacogdoches, Texas

Course Fee: Administration of Field Experience/Practicum and ARD paperwork

Prerequisites: Testing courses: SPE 544, SPE 545, and SPE 571 are to be completed prior to the practicum. SPE 554 and SPE 555 Practicums are taken at the end of the student's program.

I. Course Description:

Supervised experience in administration and interpretation of various psycho-educational instruments resulting in written and electronic diagnostic evaluation reports and/or supervised practicum experience providing instruction and services to children with disabilities.

Additionally, this course enables the candidate to apply academic knowledge and experiences in a supervised practicum experience instructional setting prior to employment as an Educational Diagnostician. Instructional activities and assignments are designed in coordination with TExES domains and competencies. The TExES domains and competencies specify knowledge and skills necessary to prepare preservice Educational Diagnosticians for meeting the needs of students with disabilities. Students who meet the course criteria will be eligible for a Clearance Application for the #153 Educational Diagnostician TExES.

SPE 554 Accountability and Accreditation Assignment: Comprehensive Mastery Exam Parts 1-4 and the #153 Educational Diagnostician TExES.
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText or need student support with LiveText and the keycode distribution call (936) 468-2395, or email livetext@sfasu.edu.

II. Intended Learning Outcomes and its Relationship to the College of Education’s

A. COE Conceptual Framework: This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that assessment drives instructional decisions and practices.

Course Practicum Experience:

1. Aligns with the College of Education's goal of collaborating with external partners (accredited schools) to enhance the candidates knowledge, skills, and to provide opportunities for the ongoing exchange of ideas for mutual benefit.
2. Reflective written reports align with the College of Education's value of academic excellence through critical and reflective thinking.

Reflective interpretation of student performance aligns with the College of Education's philosophy that educators must carefully observe the effects of their practices on students through collecting and analyzing objective data and systematically incorporate the changes necessary to improve student performance.

Use of technology for scoring test records and applying Cross-Battery Assessment principles aligns with the College of Education's goal of academic excellence. Specifically, through the current and appropriate use of instructional technologies and applications that positively impact student learning for all students.

Course Coordination with TExES Domains and Competencies:

1. This course's focus and review on the State Board of Educator Certification Standards for Texas Educational Diagnosticians aligns with the College of
Education's mission to provide candidates with a foundation for success in teaching.

2. The College of Education's goal of academic excellence in candidate content knowledge is emphasized through this course's review of the State Board of Educator Certification (SBEC) standards for Texas Educational Diagnosticians.


B. Commitment To Diversity: The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

   a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.

   b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

   c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

C. THECB: Elements of the Core Curriculum

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
• Personal Responsibility
  o To include the ability to connect choices, actions and consequences to ethical decision-making
• Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcome:

CEC Advanced Preparation Standard 1: Assessment

1.0 Special education specialist use valid and reliable assessment practices to minimize bias.

CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

CEC Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

SPE 554 Accountability and Accreditation Assignment: Comprehensive Mastery Exam and #153 Educational Diagnostician TExES. Candidates are provided with TExES review and remediation so that they are able to demonstrate content and professional knowledge in each of the four domains. Domain I: Students with Disabilities, Domain II: Assessment and Evaluation, Domain III: Curriculum and Instruction, Domain IV: Foundations and Professional Roles and Responsibilities.

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, and (D) recommendations.

CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments; CEC 3. Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice

TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethical, linguistic, cultural, and socioeconomic
diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student’s behavioral and social interactions through appropriate assessment, planning and instructional strategies.

2. The student will discern legal and ethical issues encountered in the field of special education.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

3. The student will recognize issues related to conducting evaluations, writing Full and Individual Evaluations, and special education eligibility.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations)

**Student Learning Outcomes:**

At the completion of this course, students will be able to:

1. Demonstrate competence in assessment interpretation and report writing.
2. Demonstrate the ability to present in written and oral formats objective and interpretive assessment
3. Analyze assessment data for student academic strengths and weaknesses.
4. Demonstrate orally and/or in written formats knowledge of federal regulations and ethical concerns in education.
5. In a school setting, demonstrate and understanding of socially, culturally, and linguistically different students.
6. In a school setting, apply knowledge of federal and state regulations for education.
7. In a school setting, apply knowledge of school district procedures for special education determination and eligibility.

SLO Items 1-6 (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional
technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice.

TExES standard and competency numbers are included in this section. This information may be accessed in its entirety by copying and pasting the following URL into a web browser: tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381

TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1C, 1D, 1E, 2A, 2B; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities 1A, 1D, 2A, 2C, 2D, 2E, 2F; TExES Standard III develops collaborative relationships with families, educators, the school, community, outside agencies, and related service personnel 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2K; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 1C, 2A; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 1C; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations 1K, 2A, 2E, 2F, 2H, 2I, 2L; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction 1E, 2B; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization 1A, 1B, 1C, 2A, 2B, 2C.

III. Course Activities, Assignments, Instructional Strategies, use of Technology

The format for this course includes scheduled assignments/reports and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, and Zoom sessions. Assessment of course content will be conducted via scheduled assignments, online quizzes, and the Comprehensive Mastery Exam (Parts 1-4). In addition to the instructional activities listed above, candidates will continue to acquire practicum experience in a public school's special education program during the semester. Texas Administrative Code (TAC) 228.35
states that Educator Preparation Programs preparing candidates for professional certificates (i.e., Educational Diagnostician) will provide a practicum for a minimum of 160 clock hours. To be successful in this course, the typical student should plan to spend at least 8 -10 hours per week working on this course which includes your practicum experience hours.

**Practicum Experience:**

Course participants will be supervised by a public school's certified Educational Diagnostician. Practicum experiences may include but are not limited to the following: related professional development, RTI meetings, Section 504 meetings, ARD scheduling and preparation, ARD meeting facilitation, ARD paperwork, test administration and scoring, report writing, collaboration with teachers, discussions of federal regulations with an educational diagnostician and/or school psychologist, discussion of transition with diagnostician and/or district transition specialist, interviews with related service providers.

The date and time for each observation or activity must be recorded on a practicum experience log. The candidate's signature (student), the cooperating Educational Diagnostician signature, and Special Education Director's signature must be on the second page of each practicum log. No more than 40 hours total may be obtained through professional development activities (online and face-to-face). Writing goals and objectives or PLAAFP statements do not count towards practicum hours as these are teacher responsibilities. Undocumented entries or unsigned practicum logs will not count towards the cumulative 160 hour practicum requirement. Candidates must complete the practicum experience paperwork and be approved for placement before beginning their field experience. Paperwork components include the following:

- Candidate information
- Signed confidentiality statement
- The Department of Human Services requires candidates providing clinical services to maintain professional liability insurance within their respective areas of specialization. Proof of insurance must be provided before initiating any form of services with students in the public schools.
- Complete Blood Born Pathogen training and pass the test unless you are currently employed by an ISD. **If you are employed by an ISD or TEA approved charter school this is not needed.**
- Obtain and provide proof of a current TB test unless you are currently employed by an ISD. **If you are employed by an ISD or TEA approved charter school this is not needed.**

**IMPORTANT:** I will need to make two practicum visits this semester using the ZOOM meeting tool, a web cam, and microphone. You will need to make sure that your webcam and audio are both functional for these sessions. Three practicum visits are
required by law and failure to participate in the scheduled practicum sessions will lower your grade, delay your completion of the course and your certification. Please make sure that the ZOOM meeting tool is not blocked by your district. We may need to conduct a test session prior to the meeting to ensure that your technology is working and that you web cam and microphone are functional.

Practicum visits will occur on the following schedule.

- **The 1st practicum visit** (45 minutes) must occur during your conference period in the month of September or early October.
  
  You will need to have the following items open and ready to share through desktop sharing features: 1) completed professional portfolio in a template format without attachments and 2) written goals for your practicum experience, 3) two or more areas where you know you need more instruction and/or review.

- **The 2nd practicum visit** (45 minutes) will occur during the month of October or early November and will include your supervising district mentor. Please work on getting this meeting scheduled as soon as your portfolio is approved. During the meeting with your district mentor, you will be discussing and sharing through desktop sharing features your practicum log and presenting your professional portfolio as if you were speaking with a prospective employer.

- **The 3rd practicum visit** (45 minutes) will occur in part 2 of the practicum.
  
  You will need to have the following items open and ready to share through desktop sharing features: practicum logs and supporting documentation.

**IV. Evaluation and Assessments (Grading):**

1. **Online Assignments, Quizzes and sessions.** Each assignment or activity is designed to provide the candidate with further explanation of real-world special education practices and legal responsibilities. Quizzes are designed to assess candidate knowledge of course content.

2. **Comprehensive Mastery Exam Parts 1-4:** The dates of the exam are noted on the Course Timeline and your final responses must be uploaded at the end of the semester to LiveText for credit. Testing clearance for the #153 Educational Diagnostician TExES is contingent on the successful completion of this Comprehensive Mastery Exam and other assignments. Remember that your #161 Special Education TExES must be passed before you are given testing clearance for the #153 TExES. Some older certifications or related certifications may be accepted in place of the #161 All-Level Special Education certification.

The Comprehensive Mastery Exam which is in partial fulfillment of an M.Ed in Special Education and is also required for Certification Seeking Only candidates. The
Comprehensive Mastery Exam provides the candidate with the opportunity to demonstrate the knowledge and skills that he or she has developed during their master’s degree or certification program and serves as a review for your #153 Educational Diagnostician TExES exam. You will need to use a copy of your Federal Regulations and your XBA textbook during this exam.

The Comprehensive Mastery Exam (Parts I-IV each 100 points and required for course completion) will focus on six key areas of knowledge which will be answered in an essay and multiple-choice format. Those areas are:

- Tests and Measurements (academic, cognitive, XBA)
- Legal Roles and Responsibilities (Federal Regulations, Professional Roles and Responsibilities)
- Effective Research Based Instruction
- Transition - ECI and/or age 14 and 16
- Diversity (Federal Regulations, Bilingual Assessment)
- Behavior Management/Discipline (Federal Regulations, FBA, BIP)

* The information in parentheses has been provided as a guide to help you focus your review for this exam. It is not intended to be a comprehensive list of all possible topics for the essay questions. If you did not take certain courses, then you will be provided with questions for which you have been trained.

On any given Comprehensive Mastery Exam session, a candidate may be required to answer a second question which would be substituted for one of the other key areas. Candidates must successfully pass four exam questions. In the event that a candidate does not pass 4 exams, an oral exam/review will be conducted with the course instructor. If the oral session is not successful, then the candidate will be required to schedule an additional Comprehensive Mastery Exam session to address the area(s) of need. I know that you have worked hard during your program and it is my intent that you be successful in completing this Educational Diagnostician program. Feel free to contact me with any questions or concerns that you may have.

3. **FIE Assessment Reports/ARD paperwork** (3 @ 100 points and required for course completion). Students will practice combining IQ and achievement information into ARD paperwork. You will complete this assignment for all 3 IQ and achievement/supplemental combinations that you administered in your program.

Students will be expected to complete ARD paperwork to demonstrate their familiarity with some of the general documents legally required for an ARD meeting. Assessment reports must be completed in an electronic ARD paperwork system. If you currently work in a district as an ARD Facilitator or Educational Diagnostician, permission may be granted to use your district's software program.
4. **Professional Portfolio** (100 pts. for completion and 100 points for presentation=200 points total) and will be shared with your cooperating district Education Diagnostician during the practicum session. **Students who complete this assignment as specified in the course timeline will move forward with the practicum #2 visit with his or her district mentor.**

**Grading Scale (points):**

- 90% or above of all possible points = A
- 80% - 89% of all possible points = B
- 70% - 79% of all possible points = C
- 60% - 69% of all possible points = D
- 59% or below of possible points = F

**Tentative Course Timeline X**

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<th>Course Timeline SPE 554</th>
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<td>Traditional absences do not occur for course weeks that have an online learning module assignment. Therefore, during these weeks, absence is not a reason for failure to fully participate. Work for each learning module and the exams are due by the due date stated in the timeline. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled online meetings sessions. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in the required reports and in determining the final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying instructors in advance, when possible, and providing satisfactory documentation for excusable absences.</td>
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**IMPORTANT REMINDER:** You will need to have passed your #161 Special Education TExES (or similar and approved TExES) before obtaining testing
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<th>Weeks 1-2</th>
<th>August 27th - September 9th</th>
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Using your previously purchased LiveText account, you will complete the following.

**Task #1**: Access the Professional Portfolio module and read and complete all directions and the first assignment for creating a portfolio in LiveText. Remember that you have been working on and perfecting your portfolio in SPE 544 and SPE 571. So some of these documents are already within your professional portfolio. The only item in the portfolio that may be an attachment is your certification record and possibly your FIE; however, most students are able to copy and paste the certification record into the portfolio. Remember that in each of these classes you were informed that a portfolio of attachments was not acceptable and that a template needed to be used. **Submit your portfolio to the course professor by the due date and keep checking back for feedback and corrections requests.**

**Task #2** Additional LiveText Field Experience Module (FEM) purchase: Please make sure you purchase the additional FEM module $18. More information is located under the Required Textbook section of syllabus.

In order to upload completed practicum logs to your FEM, you will complete the following steps:

- Access Livetext and your FEM module
- Click on the Field Experience tab
- You will them see your placement information. Look on the right-hand side of the page and locate **View Placement Details** and click on it.
- On the next screen, you will see an add attachment button at the very bottom of the screen. You will be adding these items as attachments to your FEM module.

**Task #3**: You will be uploading the following documents to the course dropbox before you begin your practicum experiences:

- signed Mentor Agreement Letter – this is the form your mentor signs, not your special education director
- your mentor’s certification record from the certification from SBEC web site
- signed (Special Education Director) Cooperating ISD Educational Diagnostician Agreement: Practicum Experiences. **Remember you already had this form completed as part of your pre-admission requirements so you will just upload your copy of the**
agreement.

- Dropbox Excel File Practicum Placement: I will need to know the following information for your field experience placement. Please include this information in your Excel file.
  - district name
  - the name or names of the schools where you are earning practicum experiences along with the complete addresses
  - full name of mentor
  - mentor email address
  - mentor telephone #
  - your conference time – practicum visits 1 and 3 will be conducted during your conference period. The practicum #2 visit will be at the convenience of your mentor diagnosticians's schedule.

**Task #4:** Access and read/complete all items in the Getting Started module.

**Task #5:** Post your Student Introduction.

**Task #6:** Students that are not currently employed by an ISD must complete the Practicum module and submit all the required documentation before completing practicum hours in an ISD.

**Task #7:** Please print the Educational Diagnostician packet (in Getting Started module) and start to complete it so that you have this information ready to submit to the SFA certification officer after you pass your #153 TExES exam and complete practicum part 2 in the spring. I have already submitted your teacher service record and certification record to the SFA certification department. Remember that your #161 All-Level Special Education TExES must be passed before taking your #153 Educational Diagnostician TExES. Some older versions of the Special Education certification or comparable versions may be accepted in place of the #161 Special Education certification. If you believe you possess a comparable certification, please contact the course professor.

**Task #8:** Purchase TExES Preparation Manual (Study Guide)

**Task #9:** If you have forgotten your username and password for the Certifyteacher TExES study software #161 Special Education, #153 Educational Diagnostician and #154 ESL, please email sales@certifyteacher.com and request your username and password being sure to let them know you are an SFA student. This software was given to most students in SPE 561 or SPE 562. If you never received the #153 or #154 TExES software, please notify the course instructor by email.
Testing clearance for the #153 TExES will be given after a student has meet the criteria for passing in the software and on the Comprehensive Mastery Exam and specific course assignments.

**Task #10:** You will be using the EasyIEP software program to complete a new Prior Written Notice (PWN) for Initial Evaluation and FIE for all 3 of the assessments combinations (IQ and ACH) you have completed while in the program. All of your assessments dates must make sense for an assessment that was administered during this Fall semester. You may begin working on these assignments knowing they will be due later in the semester.

While you may copy and paste your IQ and ACH summaries from your previously submitted assignments, you will need to take out previous summary information (demographic information on ACH test and XBA information on the IQ summary) that does not fit or make sense to include within the EasyIEP IQ and ACH summary section. Be sure to save your work as a draft due to corrections being necessary for most students.

You will be uploading your completed copies of all 3 PWN and FIE’s to the appropriate course Dropbox. Once your FIE’s have been approved (corrections made if applicable), then you will be upload your best FIE to your Professional Portfolio.

You will also be posting to your LiveText Portfolio your final FIE (WJ cognitive, achievement, and supplemental assessment) or other assessment combination that had to be administered based on test kit needs and test subjects that were available to you.

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**Week 3-5**

**September 10th – September 30th due date.**

**Task #1:** Using your *TExES: Educational Diagnostician (153)* Study Guide, locate and participate in the Practice Test that addresses Domains I and II (items 1-50). Using the course Dropbox tool, you will submit your study guide results (% correct which is obtained by dividing the # of correct items by the total # of quiz items) to the course professor along with a short explanation of 5 missed items and why you think you missed a particular item.

**Task #2:** You will spend four hours total working on your TExES software (#153 Educational Diagnostician and #154 ESL) - flashcards and a quiz or study mode (50 multiple choice items). Be sure to read the explanation on why your answer and other answers were right or wrong. Reading the "Explanation" as to why an answer choice is correct or incorrect is where the real learning occurs! Be sure you are doing this.

**Task #3:** Using your *TExES: Educational Diagnostician (153)* Study
Guide, locate and participate in the Practice Test that addresses Domains III and IV (items 51-100). Using the course Dropbox tool, you will submit your study guide results (% correct which is obtained by dividing the # of correct items by the total # of quiz items) to the course professor along with a short explanation of 5 missed items and why you think you missed a particular item.

**Task #4 Practicum Visit 1:**

- Practicum Session #1 will occur during your conference period in the month of September or early October. You will need to schedule this visit with the course professor during your conference period. **Practicum visits will utilize the Zoom meeting room and you will need to make sure your web cam and audio are functional. Please have the following items open and ready to share during our meeting: Livetext Professional Portfolio, written practicum goals, and 2 or more areas identified where you know you need more instruction and/or review.**

**Task #5** Once your professional portfolio has been approved, collaborate with your district mentor and schedule your 2nd Practicum Session in mid-October or early November with the course professor. Remember that you will be presenting your professional portfolio to your mentor. The Practicum #2 visit will only occur if your Professional Portfolio has been approved by the course professor.

**Task #5 Comprehensive Mastery Exam #1 Saturday, September 29th 3:00 pm – 6:00 pm (accessed in the course dropbox). This exam will be available to students who have completed all the assignments up to this point except the Practicum #1 visit. Students who successfully complete Comprehensive Mastery Exam #1 will be eligible for Exam #2. After each exam has been approved, please upload a copy to Livetext.**

Assignments that must have a grade before taking Comprehensive Mastery Exam 1 include the following. These items must be submitted well in advance of the Comprehensive Mastery Exam 1 date in order to be eligible to test.

- A grade for your Professional Portfolio
- FEM module purchased
- practicum placement information submitted in Excel to the course dropbox
- mentor agreement letter submitted to the course dropbox
- mentor’s certification record submitted to the course dropbox
- special education director approval for a practicum experience submitted to the course dropbox
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<th><strong>Weeks 6-8</strong></th>
<th><strong>October 1st – October 21st due date</strong></th>
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- student introduction posted
- Diagnostician Study Guide questions (1-50 and 51-100)
- 2 hours spent studying in the #153 Certifyteacher software

**Task #1**: Continue approved practicum experiences.

**Task #2** If your Professional Portfolio has been approved by the course professor, collaborate with your district mentor and schedule your 2nd Practicum Session in mid-October to early November with the course professor. Remember that you will be presenting your portfolio to your mentor in a professional manner as if you were seeking an job in the district.

**Task #3** You will spend another two - four hours total working on your TExES software (#153 Educational Diagnostician and #154 ESL) - flashcards and a quiz or study mode (50 multiple choice items). Be sure to read the explanation on why your answer and other answers were right or wrong. Reading the “Explanation” as to why an answer choice is correct or incorrect is where the real learning occurs!

**Task #3: Comprehensive Mastery Exam #2 Saturday, October 13th 3:00 pm – 6:00 pm**. Students who have successfully completed Comprehensive Mastery Exam #1 will be eligible for Exam #2.

The following assignments will also be checked for completion in order for you to participate in Comprehensive Mastery Exam 2. These items must be submitted well in advance of the Comprehensive Mastery Exam 2 date in order to be eligible to test.

* Practicum Visit #1 completed

* Comprehensive Mastery Exam 1 grade

* 6 hours in the #153 Educational Diagnostician certify teacher software and upload your TEA 6-Hour compliant certificate to the course dropbox. TAC Rule 228.35 requires that each student complete 6 hours of explicit certification test preparation. If you do not have a total of 6 hours spent studying in the software, then complete this requirement.

**Task #4**: Complete your WJ PWN and FIE. Before completing this FIE, please review the Review of Existing Evaluation (REED) documents and the Timeline for Special Education.
| Weeks 9-11 | **Task #1:** Complete your KABC PWN and FIE.  
**Task #2:** Access course Dropbox and complete the complete the *Assessment Interpretation for Jessica* assignment.  
**Task #3:** Comprehensive Mastery Exam #3  Saturday, November 10th 3:00 pm – 6:00 pm. Students who have successfully completed Comprehensive Mastery Exams 1 and 2 will be eligible for Exam #3. |
| October 22nd - November 11th due date | |
| Weeks 12-15 | **Task #1:** Take your Random Full-Length exam in the Certifyteacher educational diagnostician software and score a 250 or higher overall with each competency being 80% or higher. **This exam serves as Comprehensive Mastery Exam #4.** Your exam results will help you determine and target the competencies you need to study most for the real #153 TExES. Some of you may pass both exam criteria the first time while others will need to continue studying specific competencies and then attempt the entire exam again. When both passing criteria are met, you will upload a copy of the exam to the course dropbox. If you do not pass both criteria for your Random Full-Length exam in the #153 TExES Software, log-in and work on flashcards and Quiz/Study mode for your lowest competencies. Be sure to read the explanation on why your answer and other answers were right or wrong. Reading the "Explanation" as to why an answer choice is correct or incorrect is where the real learning occurs! Be sure you are doing this. **When your exam has been approved through the course dropbox, then you upload the exam to Livetext.**  
**Task #2:** Complete your WISC PWN and FIE. |
| November 12th - December 9th | |
| Week 16 | **Task #1:** Upload your completed and signed practicum logs to the FEM module and complete the Time Clock log.  
**Task #2:** Hopefully you have met the testing clearance criteria and you are scheduled to take your #153 Educational Diagnostician CAT (computer administered) TExES exam soon.  
**Task #3:** Please be sure to print or save a copy of the Educational Diagnostician Practicum packet (located in the Getting Started Module) which contains directions for filing your Educational Diagnostician TExES with the state of Texas. This completed document will be submitted to edcert@sfasu.edu at the end of the spring semester and after you have
passed your #153 Educational Diagnostician TExES. I have already turn in your Teacher Service Record (TSR) and your certification record.

VI. Readings

Text and technology requirements


   Scroll until you see the following and then choose the TExES (153) Educational Diagnostician Exam Secrets (printed book) or (ebookdownload).

   Order link: [http://www.mo-media.com/texes/order.htm](http://www.mo-media.com/texes/order.htm)

2. A login to the Educational Diagnostician TExES study software has been previously provided to each student.


6. Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word.

7. **Additional Field Experience or Practicum component**: In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience / clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from [www.livetext.com](http://www.livetext.com) for a fee of $18.00 for a multiple year subscription.

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate,
and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA e-mail system within the first week of class. You will be required to register your LiveText account, and you will be notified on how to do this via e-mail. If you forward your SFA e-mail to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for the emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions call 936 468-7050 or e-mail livetext@sfasu.edu. Failure to activate your account and/or submit the required assignment(s) could result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction Evaluation Purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement; therefore, your response is critical.

In the College of Education, the course evaluation process as been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Class Attendance and Excused Absence Policy 6.7

Traditional absences do not occur for course weeks that have an online learning module assignment. Therefore, during these weeks, absence is not a reason for failure to fully participate. Work for each learning module and the Exams are due by the due date stated in the syllabus. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled Collaborate sessions. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment
status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in the required reports and in determining the final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying instructors in advance, when possible, for excusable absences.

**Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Definition of Academic Dishonesty: Policy 4.1:**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in the Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F (except as allowed through university policy (i.e., Active Military Service 6.14)). If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to ICare: Early Alert Program at SFA. Information regarding the ICare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468-2703.

Additional Information

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated fingerprint and background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936 468-1740 or snyderke1@sfasu.edu.

Other Relevant Course Information

Late Submission Policy and Make-up Exams:

All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked up to 10 points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Syllabus Disclaimer:

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and
information about such changes will be posted in the Announcement section of the course or by course email. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

Alignment Between Accreditation Standards and Assignments

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/TExES – State Board of Educator Certification and TExES

Assignment Descriptions

Assignment Descriptions

1. **Professional Portfolio**- Your academic ePortfolio is a selective set of online, reflective, integrative, and personal documents that present how you have developed as a scholar-teacher in your discipline. It extends your CV and provides future employers with a comprehensive portrait of your academic training, achievements, and future career goals. **Elements of A Professional Academic E-Portfolio Developed by Gabriele Bauer, Center for Teaching and Learning, University of Delaware, gabriele@udel.edu**

The professional portfolio is presented by the candidate to the school district supervisor during a Collaborate session. The candidate will present his or her portfolio as if they were talking to a prospective employer. **Required** portfolio components include the following: Introduction page with video introduction, program entrance essay, current resume, teacher certification record, IQ summary with video footage of assessment session, achievement summary with video footage of an assessment session, bilingual assessment, electronic WJ FIE (parts 1 and 2), best program assignment or project of your choosing, practicum log, signed mentor letters, school district mentor evaluation.

CAEP 3.5 Before certification completion, the candidate documents high standards of content knowledge in the field.

2. **Comprehensive Mastery Exam Questions 1-4**- The Comprehensive Mastery Exam is required for all students (M.Ed and certification seeking only) and is in partial fulfillment of an M.Ed in Special Education. Testing clearance for the #153
Educational Diagnostician TExES is contingent on the successful completion of this Comprehensive Mastery Exam. The Comprehensive Mastery Exam provides the candidate with the opportunity to demonstrate the knowledge and skills that he or she has developed during their master's degree or certification program and serves as a review for your #153 Educational Diagnostician TExES exam. The Comprehensive Mastery Exam (Parts I-IV each 100 points and required for course completion) will focus on six key areas of knowledge which will be answered in an essay and multiple-choice format. Focus areas include the following: Tests and Measurements (academic, cognitive, XBA), Legal Roles and Responsibilities (Federal Regulations, Professional Roles and Responsibilities), Effective Research Based Instruction, Transition - ECI and/or age 14 and 16, Diversity (Federal Regulations, Bilingual Assessment), Behavior Management/Discipline (Federal Regulations, FBA, BIP).

TExES Standard 1 The Educational Diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education

3. **FEM Practicum/Field Experience** – The Live Text FEM module is the data management account system that is used to document educational diagnostician practicum experiences. The following items are uploaded to the FEM module: You will need to upload the following items: Signed Mentor (Cooperating Educational Diagnostician) Agreement Letter, cooperating educational diagnostician’s (supervisor) teacher certification from SBEC web site, signed (Special Education Director) Cooperating ISD Educational Diagnostician Agreement: Practicum Experiences, signed Practicum Experience Logs with supporting documentation and reflections, completed Educational Diagnostician Practicum Performance Evaluation.

CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in the standards of Specialized Professional Associations and other accrediting bodies. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.

4. **WJ FIE** – Using an electronic ARD paperwork system, the candidate will add referral information necessary to complete an FIE and then complete an FIE (Parts 1 and 2) using his or her WJ COG, WJ ACH, and KeyMath assessment information.

CAEP 1.2 Providers ensure that completers use research and evidence to develop an understanding of the profession and use both the measure student progress and their own professional practice. CEC 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and
situations. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

5. **WISC FIE** - Using an electronic ARD paperwork system, the candidate will add referral information necessary to complete an FIE and then complete an FIE (Parts 1 and 2) using his or her WISC or WAIS, WIAT, and Gray reading or OWLS assessment information.

CAEP 1.2 Providers ensure that completers use research and evidence to develop an understanding of the profession and use both the measure student progress and their own professional practice. CEC 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

6. **TExES Review** – Candidates will participate in review sessions for the #153 Educational Diagnostician TExES using a software simulation resource and preparation manual.

CEC Standard 6 The Educational Diagnostician interprets appropriate formal and informal assessments and evaluations. CEC Standard 7 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.

7. **Practicum/Visits** - Practicum sessions will be conducted using the ZOOM tool with a web cam and microphone. The cooperating Educational Diagnostician (supervisor) will need to be present for the 2nd or 3rd Collaborate meeting. You will need to ensure that you and your cooperating Educational Diagnostician can access ZOOM from your chosen site. Another one of the practicum meetings will need to be a "working" meeting where you are showing me artifacts or evidence of Educational Diagnostician tasks completed. The order in which these meetings occur does not matter. During the meeting with your cooperating Educational Diagnostician, your will present and discuss your portfolio assessment as if he or she were a prospective employer. Then, you will talk about your practicum experience log. Remember that TEA and CEC recommend that you to have experiences across the PK-12 spectrum.
CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in the standards of Specialized Professional Associations and other accrediting bodies. CAEP 2.1 Partners for clinical preparation share responsibility for continuous improvement of candidate preparation. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. ISTE 9 - the candidate engages in on-going professional learning and uses evidence to continually evaluate his or her practice. CEC 2.2 Special education specialists continuously broaden and deepen professional knowledge and expand expertise with instructional technologies to support access to learning content. CEC 3.3 Special Education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. CEC 4.2 Special Education specialists use knowledge of professional literature to improve practices with individuals with exceptionalities and their families. CEC 6.1 Special Education specialists have a comprehensive understanding of the history of special education, legal policies, ethic standards, and emerging issues that inform special education specialist leadership. CEC 7.0 Special Education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities. ISTE 1C Model collaborate knowledge by engaging with colleagues in virtual environments. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. ITSE 4 Promote and model digital etiquette and responsible social interactions related to the use of technology and information. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 2 The Educational Diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities. TExES Standard 3 The Educational Diagnostician develops collaborative relationships with families, educators, the school, and related service personnel. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. TExES Standard 5 The Educational Diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need. TExES Standard 6 The Educational Diagnostician interprets appropriate formal and informal assessments and evaluations. TExES Standard 7 The Educational Diagnostician applies knowledge of ethnic, linguistic, cultural and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction. TExES Standard 8 The Educational Diagnostician knows and demonstrates the skills necessary for scheduling, time management, and organization.

8. Interpretation Steps for Jessica – Scenario

Jessica is a 15 year old 10th grade student who has been receiving special education services since 3rd grade for a learning disability in the areas of Reading Comprehension, Basic Reading, and Math Calculations. She was served in the
Resource setting until 8th grade. Now, it is time for her 3-year reevaluation and you want to complete a comprehensive assessment (IQ and Achievement) for her so that if she chooses to pursue postsecondary education current scores are available.

INTASC 2 The Educational Diagnostician uses understanding of individual learning differences to ensure inclusive learning environments that enable the learner to reach high standards. TExES Standard 1 The Educational Diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

9. **Completing Electronic Full and Individual Evaluations, FIEs.**

TExES Standard 1 The Educational Diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations.

10. **Mentor Evaluation (completed in the spring semester)** - This performance evaluation is designed to encourage professional growth and positive communication between the educational diagnostician practicum candidate, district mentor, and practicum course instructor. Directions: At the beginning of the practicum experience, the SFA educational diagnostician candidate will provide the cooperating district mentor with a copy of this Practicum Performance Evaluation. Near the end of the practicum experience, the SFA candidate will arrange a time to meet with the cooperating district mentor to review and complete the Practicum Performance Evaluation together. The candidate will need to bring copies of their practicum log in order to verify some evaluation items for the district mentor. The evaluation form should be signed by both parties and then forwarded to the SPE 555 Practicum course instructor for review and signature.

Evaluation Key Rating Definitions: 1 Exceeds expectations, 2 Meets expectations, 3 Development needed; NA Not applicable to this practicum experience.

CAEP 2.2 Partners ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation and share accountability for candidate outcomes. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.