

TENTATIVE—SUBJECT TO CHANGES

The University Of Texas at Tyler
School of Education
EDSP 5371
Individual Assessment of Cognitive Functioning/Wechsler Scales
University of Texas at Tyler –College of Education

Course: EDSP 5371
Semester and Year: Fall 2020
Time: Online
Location: Online

Instructor Information:

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It is my desire that each of you profits from this course. Please contact me via e-mail or meet with me by appointment if you need any assistance.

I also welcome you to visit with me in email if you need assistance or schedule a Zoom conference if you wish to discuss your grades or class performance.

Course Catalog Description:

The course, Individual Assessment of Cognitive Functioning/Wechsler Scales, is designed to acquaint students with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence. Specifically, each student will learn to administer, score, and interpret assessment tools such as the *WISC-V* and use the results of assessments to identify evidence-based recommendations and learning strategies for the purposes of developing individual education programs. Prerequisite—EDSP 5364.

Major area: **Special Education – Educational Diagnostician**

Student Learning Outcomes

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator

Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Special Education Diagnostic Specialist Standards.

Objectives/Learning Outcomes	Standards: SBEC CEC
Review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.	<u>Domain I—Standard V</u> <i>ACSI6 S1, ACSI6K1, ACSI6K2</i> <i>SEDS6K3</i>
Review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.	<u>Domain III—Standard X</u> <u>Domain IV—Standards I, II</u> <i>ACSI5K4, ACSI5K5, SEDS5K1</i> <i>SEDS3K1</i>
Master the basic administration, scoring, and interpreting skills in individual intelligence testing.	<u>Domain II—Standard VI</u> <i>SEDSIK1, SEDSIK2, SEDSIK3</i> <i>SEDSIK5, SEDSIK6, SEDSIK8</i> <i>SEDSIS4, SEDSIS5, SEDSIS6</i>
Uses procedures to ensure nonbiased results	<u>Domain I—Standard V</u> <u>Domain I—Standard VII</u> <i>ACSI1K1, ACSI1K2, AKSI1K3,</i> <i>ACSI1S3</i>
Communicate assessment results through formal report writing.	<u>Domain II—Standard VI</u> <u>Domain IV—Standards III, VIII</u> <i>SEDSIS6, SEDS7S2, SEDS7S4</i>
Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results	<u>Domain II—Standard IV</u> <u>Domain II—Standard VI</u> <u>Domain III—Standard X</u> <i>ACSI3K5, ACSI3S4</i>

Evaluation and Grading:

Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified.

Tier 1 Assignments:

WISC V #1-3 Administrations	25%
WISC V #4 Administration (Benchmark Assessment)	30%
Interpretive Report	30%
GORT V Administration	10%

Tier 2 Assignments:

Zoom Conferences, RTGM, WISC V Scoring Activity, Test Narrative, Hypothesis Statement, Quizzes, Reflections of Learning, and any other assignments.	5%
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- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%

F = 59% and below

****It is my policy not to round grades at the end of the semester.** The percentage you earn will be the letter grade that is recorded. For example, a percentage of 89.5 will be recorded as a B.

Keep track of your scores for the course through Canvas's Student Tools folder.

It is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

Last Day to Withdraw from Class: November 2, 2020

Description of Course Assignments, Evaluation, and Grading:

1. **Zoom Video-Conferences:** You will have the opportunity to participate in Zoom Conferences throughout the semester. The primary purpose of these video-conferences is to facilitate conversations about assessment and course assignments/activities. The secondary purpose is to build an on-line community of learners **(75 points)**.
2. **RTGM:** RTGM are held via Zoom. During these meetings, you and your group members (I will organize groups) will set up zoom conference times to discuss specified topics **(40 points)**.
3. **Quizzes:** After you have completed the module activities, you will take a quiz as noted on the course schedule. Items and learning activities contained in the module are potential questions for quizzes. For example -- chapter readings, outside reading assignments, articles, video clips, Video lectures, assignments/activities, etc. **(10 points each)**
4. **Scoring Activity – Verbal Comprehension:** Because the Verbal Comprehension subtests contains multiple point values for each item, you need to practice assigning points before your first test administration. During this scoring activity, you will practice assigning points values and noting queries from actual responses provided by a 6th grader **(25 points)**
5. **Intelligence Testing Narrative:** WISC V #1 must be accompanied with a narrative documenting the individual assessment session. *A template for the testing narrative will be reviewed in class and is expected to be used for each test administration* **(10 points)**
6. **Hypothesis Statement:** You will write a hypothesis statement in conjunction with WISC V #3 Test Administration. The hypothesis statement is in essence an activity that is designed to simulate a referral to special education. During this module, you will be expected to conduct classroom observations, interview parents, teachers, and the student, gather cumulative records on the child, etc. **(25 points)**

7. **Interpretive Report:** You are required to write a full individual interpretive report based on a child that they have administered the WISC V to during the semester in which they are enrolled. As part of this assignment, you are required to conduct in-depth interviews with the parent/guardian and school personnel to collect the necessary information for the report. The report must include interpretation of testing data including qualitative notes, classroom observations, interview information, eligibility recommendations, and evidence-based recommendations **(100 points)**
8. **Reflections of Learning:** At the completion of the requirements of this course, you will write a reflection with respect to the course content, activities, and assignments including the Writers Workshop. Reflections of Learning will be scored based on guidelines/criteria outlined on the Reflective Summary rubric **(20 points)**
9. **WISC V #1 Test Administration:** You will administer the WISC V to a specified client. WISC V #1 consists of the following:
 - a. WISC V (Video Recorded) **90 points**
 - b. Test Narrative **10 points**
 - c. Must be administered to an elementary student (Seven years of age or older and in first through fifth/sixth grade)
10. **WISC V #2 Test Administration:** You will administer the WISC V to a specified client. WISC V #2 consists of the following:
 - a. WISC V (Video Recorded) **90 points**
 - b. Must be administered to a secondary student (i.e. middle or high school age/grade child and who is 17 years 11 months or younger)
11. **WISC V #3 Test Administration:** You will administer the WISC V to a specified client. WISC V #3 consists of the following:
 - a. Hypothesis Statement **25 points**
 - b. WISC V (Video Recorded) **90 points**
 - c. GORT V (Video Recorded) **50 points**
 - d. Interpretive Report **100 points**
 - e. *Must be administered to an elementary student* (Seven years of age or older and in first through fifth/sixth grade) *who has suspected or known weaknesses in reading*
12. **WISC V #4 Test Administration (Final):** You will administer the WISC V to a specified client. WISC V #4 consists of the following:
 - a. WISC V (Video Recorded) ****Even though you will be evaluated according to the video administration rubric, you are still required to score and submit WISC V protocol, response booklets, and scoring analysis pages. Failure to submit scored protocol and analysis pages will result in a score of zero on the Video Administration Rubric 290 points.**
 - b. Reflections of Learning **20 points**
 - c. Must be administered to a secondary student (i.e. middle or high school age/grade child and who is 17 years 11 months or younger)

- d. **WISC V #4 is a benchmark assessment in our program. You must earn a score of 90% on WISC V #4 (Video Administration) that demonstrates your proficiency of test administration to be able to earn an A in the course. If you do not obtain a 90% on WISC V #4 (Video Administration), the highest grade you can earn in the class is a grade of "B". If you do not achieve a 90% on this administration, an Individual Academic Remediation Plan will be drafted.**

All video-recordings must be uploaded to Edthena.

Rescore Opportunities

1. **You are allowed ONE rescore opportunity per semester. If you make a raw score error on a test administration and you have already taken advantage of your one rescore opportunity, the scoring analysis pages will not be graded. The grade recorded will be based on subtest administration without the scoring analysis portion of the test administration.**
2. **You are allowed ONE rescore opportunity per semester. If you make a raw score error on an already rescored test administration, the scoring analysis page will not be graded. The grade recorded will be based on subtest administration without the scoring analysis portion of the test administration.**

Specific Assignment Requirements:

1. All protocols will be submitted with a digital recording of the administration as well as informed consent, scoring rubrics that have been self-evaluated, and testing narratives. *NO protocols will be graded without these items.*

Items to be Submitted with Protocols

- Consent for Testing (**Consent must be completed fully (this includes signature, dates, phone numbers, etc. of the graduate student and parent)—failure to do so will result in a grade of zero for protocol**)
 - Protocols (Record Forms & Student Response Booklets)
 - Video Recording of Test Administrations
 - Scoring Rubrics
2. **Participant Guidelines:** Participants must be chosen according to the "Participant Guidelines" noted at the end of the syllabus. Failure to choose participants according to the stated guidelines will result in a grade of a zero for the respective protocol administrations. There will be no substitutions or swapping of age/grade for specific test administrations. That said, be proactive and have backup plans for each test administration.

The final grade of the course will be determined by overall competency, with major emphasis placed on reports and testing skills. Competency also includes your *(a) professional and ethical development; *(b) preparation before testing; (c) ability to accept constructive criticism; *(d) interpersonal relationships with fellow students, teaching assistants, and instructor; (e) promptness in turning in materials to be evaluated, and (f) overall maturity and clinical skills.

Teaching Strategies:

1. Approximately 3/4 of the course time will be devoted to administration of specific tests, test data interpretation, legal and ethical assessment considerations, assessment process, and report writing. Dissemination of this information will involve lecture, discussion, films, and group activities.

Basic testing procedures will be demonstrated to the class. Then students will learn the necessary procedures and practice administering the instruments.

2. The remainder of the course will be devoted to determining appropriate methods of assessing school-aged children, completing the assessment procedures, interpreting data, and writing individual diagnostic reports for use in instruction.

Required Texts:

Sattler, J. M., Dumont, R., & Coalson, D. L. (2016). *Assessment of children: WISC-V and WPPSI-IV*. La Mesa, CA: Jerome M. Sattler Publisher www.sattlerpublisher.com

In addition to the text, you need to purchase an Edthena license. If you have purchased a yearly license, you do not need to purchase it again. If you do not have a license to Edthena, please purchase one (<https://www.edthena.com>).

NOTE: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

Bibliography:

Etscheidt, S. (2003). *Ascertaining the adequacy, scope, and utility of district evaluations. Exceptional Children, 69(2), 227-247.*

Flanagan, D. P., & Harrison, P. L. (Eds.). (2012) *Contemporary intellectual assessment: Theories, tests, and issues*. (3rd ed.). Guilford Press.

Kaufman, A. S., Raiford S. E., Coalson, D. L. (2016). *Intelligent testing with the WISC-V*. Guilford Press.

Mather, N. & Wendling B. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley & Sons.

Wendling, B. & Mather, N. (2008). *Essential of evidence-based academic interventions*. Hoboken, NJ: John Wiley & Sons.

Code of Conduct

Please see section 2.098 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct. It is the responsibility of the student to bring to the instructor's attention any question, misunderstanding or confusions he/she has concerning classroom policy or course requirements BEFORE an adverse effect on student's grade results.

Course Policies:

- **People First Language/Class Etiquette:** Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class, we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic child."
- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.
- **Communication:** You'll need to log in to Canvas regularly (at least once a week) to view that week's assignments and check announcements and the Coffee & Conversations discussion board – this is a forum in Canvas that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. My goal is to check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. However, I reserve the right to respond or not respond to any question that is posed. That said, I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your

performance in this class, I'm happy to meet with you in a Zoom conference or if you reside close to our campus during a face to face office visit.

- **Course Organization and Frequent Logins:** This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

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- **Late assignments:** Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. ***You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable or your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).*** At the end of this program, you will be an educational diagnostician. Special education directors are very firm about due dates. The consequences of not meeting due dates are serious and can be cause for contracts not being renewed.

Assignments are due Sundays at 11:59 p.m. as determined by the course schedule. The submission link expires at 11:59 p.m. so you will need to make plans to submit prior to this time. If you wait until 11:59 p.m. the submission link will have expired and you will not be able to submit your assignment. ***Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time.*** Assignments and due dates are noted on the course schedule located in the syllabus.

There will be NO make-up activities or exams for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

- **Assignment Submissions:** Assignments will only be accepted via the designated submission links/sites that are specifically noted in each module. I do not accept assignments via email. If the submission link and/or time have expired you have lost the opportunity to submit your assignment.
- **Resubmissions:** It is my policy that once an assignment is submitted that it is considered your best work and is the final draft. Therefore, I do not allow for assignments to be resubmitted even when you do not obtain a passing grade.

- **Turnitin:** All written assignments will be submitted via the Canvas submission link that utilizes Turnitin. Turnitin is a plagiarism detection device. A similarity match of 25% or greater indicates that you engaged in unethical behavior. Any written assignment with a 25% or greater match will receive a grade of zero.
- **Tutoring Sessions:** Tutoring session(s) will be available to you on a variety of topics regarding the WISC V. These sessions are optional and you are not required to attend. However, your attendance at these sessions are highly encouraged. There are no points associated with attending these sessions.
- **Zoom Conferences:** Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. To earn points for the Zoom conference you are expected to be in attendance for the duration of the meeting and actively contribute to the conversation.

You will not earn points if the environment is inappropriate for the conference, you are absent, you are late to sign in, you exit the conference early, you leave the conference and reenter even if you are only gone for a minute or two, or there are significant interruptions during the meeting.

Please take note of the following guidelines:

- a. Create an environment that is conducive for participating in Zoom conferences. For example, this could be your office at home or school or your kitchen table as long as it is distraction free. Participating in Zoom conferences in your car while driving or riding as a passenger or while engaged in activities not related to the conference will be considered as an inappropriate environment and you will not receive credit for attendance.
 - b. Please make sure that you have access to a web-cam. We want to see your bright smiling face. ☺
 - c. Make plans to sign in early and have your technology working before the start of the meeting.
 - d. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
 - e. Make plans to attend the entire Zoom conference and contribute to the meeting. That is, have your commute and errands completed, family activities, obligations, and childcare taken care of before signing in for the meeting.
2. **Contract for Test Administration:** You will be required to initial and sign a contract for test administration prior to the the first test administration in this course.

- **Written assignments:** Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. **All written assignments must be submitted via Word – (NO PDFs).**
 - **Canvas:** You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.
 - **Technology:** Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines.
2. **Ethical Principles:** All testing and handling of test materials, examinees, and information obtained will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Association for Counseling and Development. Falsification of records is subject to serious consequences. Any violation of these guidelines will result in failure of this course and possible dismissal from the program.
 2. **Consent for Testing:** Before assessing or interviewing any child or adult, you must obtain informed consent. Consents must be submitted with the respective protocols. The Consent for Evaluation Form is included in this syllabus. If informed consent is not obtained and included with each assessment, a grade of zero will be recorded.
 2. **Test Kits:** You are responsible for locating the required test instruments for EDSP 5371. You will need to borrow test instruments from your school district or local service center to meet the requirements of this course. UT Tyler is not responsible for any agreement that may be entered into between the district and the student as it relates to test instrument use. In the event that you are unable to locate a test instrument, you may check out test instruments from UT Tyler according to the test kit checkout guidelines. There are a limited number of available test kits and will be available on a first come first served basis.
 2. **Protocols:** Protocols for the assessment instruments required in EDSP 5371 will be posted on Canvas. Protocols that are posted are to be used only for the purposes of this course and cannot be used for any other purpose.
 2. **Participant/Client Selection:** You are required to find your own clients in which to administer the assessment instruments required for EDSP 5371. When selecting participants/clients, you **must follow the Participant Guidelines** that are noted at the end of the syllabus. Failure to do so will result in a grade of a zero. There will

be no substitutions or swapping of age/grade for specific test administrations.
That said, be proactive and have backup plans for each test administration.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

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

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: 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.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

CEC ADVANCED SPECIAL EDUCATION DIAGNOSTICIAN SPECIALIST STANDARDS

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special educators **promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs**. They **advocate for educational policy based on solid evidence-based knowledge** to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of the needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development and Organization

Special educators apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum of program options and services** to ensure the appropriate instructional supports for individuals with exceptional learning needs. They **help design and deliver, as appropriate to their role, ongoing results oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the **effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. Special educators **continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional learning needs** to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies**. Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

Advanced Standard 4: Individual and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence-based practices in assessment**. Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures** for both **programs and individuals**. With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development**, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understanding to **integrate services for individuals with exceptional learning needs**. They also understand the significance of the role of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs**.