College of Education and Psychology
School of Education

EDSP 5364
Seminar: Assessment in Special Education
University of Texas at Tyler
School of Education

Course:	EDSP 5364.60
Semester & Year:	Fall 2019
Time & Days:	Online
Location:	Online
Instructor	**Frank Dykes, Ed.D.** Professor of Special Education Assistant Director, School of Education
Office:	BEP 243
Office Hours:	Face-to-Face Office Hours: Monday 9:00-10:30 Virtual by appointment.
Phone:	903-565-5772
E-mail:	fdykes@uttyler.edu (**Preferred method of contact**)

** Please put your course number in your email subject line, e.g. EDSP 5364

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:

This course is a detailed study of test construction and test administration. Includes instruction and clinical experience in the administration and interpretation of individual standardized achievement tests.

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

Objectives/Learning Outcomes	Standards: SBEC *CEC*
Understand and apply knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.	Domain IV-Standard I, II ED1K4 ED1K1
Understand and apply knowledge of ethical and professional practices, roles and responsibilities.	Domain IV-Standard I, II ED5K3 ACC5S1
Acquire skills in the collection, maintenance and dissemination of records	Domain IV-Standard III, VIII ED5S 5 ED5S4
Identify eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	*Domain I-Standard V* ACC4K1 ED1K1
Understand and apply knowledge of student assessment and evaluation, program planning, and instructional decision-making	*Domain II-Standard IV* ACC2K4 ED4S8 ED4S9 ED4S10
Select, administer, and interpret appropriate formal and informal assessments and evaluations.	*Domain II-Standard IV, VI* ED4S1 ED4S2
Address students' behavioral and social interaction skills through appropriate assessment, evaluation, planning and instructional strategies.	*Domain III-Standard IX* ED4K11 ED4S1 ED4S2
Demonstrate skills necessary for scheduling, time management, and organization.	*Domain IV-Standard VIII* ED5S4 ED5S5

Evaluation and Grading:

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities.

Zoom Conferences, Test Narratives, Quizzes, Consents	**20%**
WJ IV #1-2 Tests of Achievement Administrations	**25%**
KTEA #1-2 Administration	**25%**

KTEA Video Administration **30%**

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.

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 68% and below

Last Day to Withdraw from Course: November 4

Description of Course Assignments, Evaluation, and Grading:

1. **Zoom Video-Conferences:** Each student will participate in two 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 **(2 x 75 points)**

2. **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, assignments/activities, etc. (6 x 20 points)**

3. **WJ JIV Ach #1 Test Administration:** You will administer the WJ IV to a specified client. WJ IV #1 consists of the following:
    a. WJI V (Video Recorded) **100 points**
    b. Test Narrative **10 points**
    c. Must be administered to an elementary student

4. **WJ IV #2 Test Administration:** You will administer the WJ IV to a specified client. WJ IV#2 consists of the following:
    a. WJ IV (Video Recorded) **100 points**
    b. Test Narrative **10 points**
    c. Must be administered to a secondary student

5. **KTEA III #1 Test Administration:** You will administer the KTEA-III to a specified client. KTEA III #1 consists of the following:
    a. KTEA III (Video Recorded) **100 points**

b. Test Narrative **10 points**
c. Must be administered to a secondary student

6. **KTEA III #2 Video Test Administration (Final):** You will video record the final test administration for this course. KTEA III Video Test Administration consists of the following.
   a. KTEA III (Video Record) **244 points**
   b. KTEA III Test Administration (Scoring). **100 points**
   c. Video Self Evaluation **25 points**
   d. Must be administered to an elementary student

7. **Test Narratives:** Each protocol submission must be accompanied with a narrative documenting the individual assessment session. A template for the testing narrative will be provided. **(10 points)**

8. **Self- Evaluation of Video Administration:** You are required to video-record the KTEA administration. You will complete a self-evaluation of the test administration. The critique must include a summary of performance on each subtest and overall strengths and weaknesses. (**25 points)**

9. **Edthena:** You will upload your video clips to Edthena. We will talk about this in our first Zoom meeting. ***All video-recordings must be uploaded to Edthena***

KTEA-3 #2 is a benchmark assessment in our program. You must earn a score of 90% on KTEA-3 #2 (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 KTEA=3 #2 (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.

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 an audio 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 Recordings of Test Administrations
   - Testing Narrative
   - 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.

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, tutorials, 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 Text and Related Readings

Mather, N., & Wendling, B. J. (2015). Essentials of WJ IV Tests of Achievement Assessment. Hoboken, NJ: John Wiley & Sons.

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

In addition to the text, you need to purchase an Edthena license. (https://www.edthena.com). This will also be discussed in our first Zoom conference. Please wait for instructions before you register.

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

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

McLoughlin, J. A., Lewis, R. B., Kritikos, E. P. (2017). *Assessing students with special Needs.* Pearson.

Mather, N., & Jaffee, L. E. (2016). *Woodcock-Johnson IV: Reports, recommendations, and strategies.* 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 is a reflection of 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" an 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.
  I will check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. 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. **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 module schedule. ***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.

- **Resubmissions:** It is our policy that once an assignment is submitted that it is considered your best work and is the final draft. Therefore, **we do not allow for assignments to be resubmitted even when you do not obtain a passing grade**

- **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. During the time of your Zoom conference you are

expected to be in attendance for the duration of the meeting and actively contribute to the conversation. Attendance points will be deducted for late arrivals, exits and reentries, and significant interruptions during the meeting. Please take note of the following guidelines:

a. Please make sure that you have access to a web-cam. We want to see your bright smiling face. ☺☺
b. Make plans to sign in early and have your technology working before the start of the meeting.
c. 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.
d. Please plan to attend the entire Zoom conference and contribute to the meeting. That is, have family activities, obligations, and childcare organized and taken care of before signing in for the meeting.

- **Tutorials:** Tutoring sessions will be available to you on a variety of topics regarding the WJ IV and KTEA-3. These sessions are optional and you are not required to attend. However, your attendance at these sessions is highly encouraged. There are no points associated with attending these sessions.

- **Contract for Test Administration:** You will be required to initial and sign a contract for test administration prior to 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.

- **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. For issues related to Canvas, please contact IT Support at itsupport@uttyler.edu

- **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.

- **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.

- **Test Kits:** You are responsible for locating the required test instruments for EDSP 5364. 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.
- **Protocols:** Protocols for the assessment instruments required in EDSP 5364 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.

- **Participant/Client Selection:** You are required to find your own clients in which to administer the assessment instruments required for EDSP 5364. 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.**

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.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at
http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling,

quitlines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

· Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

· Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)

· Being reinstated or re-enrolled in classes after being dropped for non-payment

· Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chro diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more

information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Canvas.

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/

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global

perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
	Purpose and Scope; Definitions

RULE §247.2

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) ***Standard 1.1.*** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) ***Standard 1.2.*** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) ***Standard 1.3.*** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) ***Standard 1.4.*** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) ***Standard 1.5.*** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) ***Standard 1.6.*** The educator shall not falsify records, or direct or coerce others to do so.

(G) ***Standard 1.7.*** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) ***Standard 1.8.*** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) ***Standard 1.9***. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) ***Standard 1.10*** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) ***Standard 1.11***. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) ***Standard 1.12***.The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) ***Standard 1.13***. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) ***Standard 2.1.*** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) ***Standard 2.2.*** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
(C) ***Standard 2.3.*** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel

(D) ***Standard 2.4.*** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
(E) ***Standard 2.5.*** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
(F) ***Standard 2.6.*** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
(G) ***Standard 2.7.*** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) ***Standard 3.1.*** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
(B) ***Standard 3.2.*** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
(C) ***Standard 3.3.*** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
(D) ***Standard 3.4.*** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E) ***Standard 3.5.*** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
(F) ***Standard 3.6.*** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
(G) ***Standard 3.7.*** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
(H) ***Standard 3.8.*** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
(I) ***Standard 3.9.*** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

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Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

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.**

(Tentative Schedule – subject to announced changes)

Refer to Canvas for additional reading requirements or changes to the following course calendar.

Date	Topic	Assignment	What is Due?
Week of August 26-September 1	Review of Syllabus and Course Requirements	Read the syllabus thoroughly.	Complete the test administration contract. Get your textbooks, read the syllabus, and locate testing instruments you will need for the semester.
Week of Sept 2-8	Special Education Assessment The Assessment Process	Read Chapters 1-2 Handouts in Canvas Complete Module for this week.	Module 1 Sign up on Google Doc for Zoom Meeting #1 (see Announcements in Canvas)
Week of Sept. 9-15	Selection of Assessment Instruments/ Standardized Tests	Read Chapter 3 and 4 in Handouts in Canvas. Complete Module	Module 2 Zoom Meeting #1
Week of Sept 16-22	Overview of the WJIV Tests of Achievement	Read pages 1-20 in *Essentials of WJ IV Tests of Achievement*	Module 3 View WJIV Overview Video WJIV Overview Quiz Sign up on Google Doc for tutorial session
Week of Sept 23-29 Tutorial #1	Administration of the WJIV	Read pages 21-68 in *Essentials of WJIV Tests of Achievement* Read pages 23-73 in the Examiner's Manual	Module 4 View WJIV Administration Video Quiz over WJIV Administration
Week of Sept 30-Oct 6	Scoring of the WJ IV	Read pages in 69-86 *Essentials of WJIV Tests of Achievement* Read pages 75-107 in the Examiner's Manual	Module 5 View WJIV Scoring Video Quiz over WJIV Scoring

Week of October 7-13	**FIELD WEEK**	Administer the WJIV (Elementary Student)	WJ IV #1
Week of October 14-20	Test Narrative and Report Writing	Read pages 87-158 in *Essentials of WJ IV Tests of Achievement*	Test Narrative #1 Due
Week of October 21-27	**Field Week**	Administer the WJ IV (Secondary Student)	WJ IV #2 Due Sign up for tutorial session
Week of Oct 28-Nov 3 Tutorial #2	Overview and Administration of the KTEA-III	Read pages 1-43 in the KTEA-III administration	Complete Module 6 Test Narrative #2 Due
Week of Nov 4-10	Scoring of the KTEA-III	Scoring Activity	Complete Module 7
Nov 11-17	**FIELD WEEK**	Administer KTEA-III	KTEA-III #1 Due
Nov 18-24	**FIELD WEEK**	Video Administration of the KTEA-III (Elementary Student)	KTEA-III #2 Video Due
November 25-December 1	**Thanksgiving Holiday**		
Dec 2-8	Course Wrap Up		Video Self Reflection

Participant Guidelines

1. In seeking volunteers to serve as subjects for examination, the student should keep in mind four groups of individuals who should **not** be used as subjects: persons who are related to the student or with whom she or he has a close personal relationship **(children of the graduate student may NOT be used as participants for testing)**; persons the student has any reason to believe might need a psycho-educational evaluation during the next six months; persons who will not sign a release giving up their right to see specific test results; and children of other graduate students currently enrolled in EDSP 5364.

2. Because the graduate student does not know which grade level he/she may be working at when they are employed as an educational diagnostician, a variety of different aged children as testing participants is required for this course. **The following are the specified ages/grades in which the graduate student must select to administer the specific assessment instruments to:**

   - WJ IV ACH #1-Elementary Student
   - WJ IV ACH #2 Secondary Student
   - KTEA-III #1-Secondary Student
   - KTEA-III #2-Elementary Student

3. When testing children, the student **must** obtain permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being asked to withdraw from the course or the receipt of a failing grade.

4. Informed written consent needs to be obtained from adult examinees, as well. Consent forms pertaining to this course assignment are provided within this syllabus.

5. Material obtained from examinees is to be treated as **confidential**, meaning the student should identify subjects by their initials or pseudonyms on reports.

6. The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian on the basis of his or her evaluation. Test results should not be shared with the examinee or guardian.

Adult (18 or over) Permission Form

I grant my permission to be administered an individual intelligence or achievement test by _____, a graduate student in the School of Education at The University of Texas at Tyler. I understand the purpose of this evaluation is instructional in nature and is being conducted only as a part of course requirements, that the results will be kept confidential, and that the results will not be used for placement or decision making purposes. I further understand that because the graduate student involved is just learning to administer such tests, the results may not be reliable or valid; therefore, it would be inappropriate to have the results discussed with me. I understand that I may contact the instructor of the course, Dr. Frank Dykes at 903-565-5772 should I have any questions or concerns.

Signature of Participant: _____

Date: _____

Telephone Number:_____

Date of Birth:_____

Signature of Graduate Student Conducting Assessment: _____

Date: _____

Minor (Under age 18)
Permission Form

I give permission for my daughter/son, _____, to be administered an individual intelligence or achievement test by

, a graduate student in the School of Education at The University of Texas at Tyler. I understand the purpose of this evaluation is instructional in nature and is being conducted only as a part of course requirements, that the results will be kept confidential, and that the results will not be used

for placement or decision making purposes. I further understand that because the graduate student involved is just learning to administer such tests, the results may not be reliable or valid;

therefore, it would be inappropriate to have the results discussed with me. I understand that I may contact the instructor of the course, Dr. Frank Dykes at 903-565-5772 should I have any

questions or concerns.

Parent's or Legal Guardian's Signature: _____

Date:_____

Telephone Number: _____

Child's Date of Birth: _____

Signature of Graduate Student:_____

Date: _____