The University Of Texas at Tyler  
School of Education  
EDSP 5365  
Developmental Testing  
University of Texas at Tyler –College of Education

Course: EDSP 5365  
Semester and Year: Spring 2015  
Time: Online  
Location: Online

Instructor Information:  
Dr. Frank Dykes  
Associate Professor of Special Education  
School of Education  
Office: BEP 243  
Office Hours: Virtual hours by appointment  
E-Mail: fdykes@uttyler.edu(preferred method of contact)

It is my desire that each of you profits from this course. Please contact me via e-mail or meet with me during office hours if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

Course Catalog Description:  
Examines approaches to assessing the academic readiness and aptitude of preschool and elementary school aged children in terms of developmental level and intellectual functioning. Special emphasis will be given to supervised practice in the administration, scoring, and interpretation of results from the most frequently used assessment instruments designated by federal and Texas Education Agency guidelines. Prerequisite: Experience with or course work in standardized testing.

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 Diagnostician Specialist Standards.
<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Standards:</th>
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<tbody>
<tr>
<td></td>
<td>SBEC</td>
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<td>CEC</td>
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<tr>
<td>Students will acquire knowledge of the following in order to properly engage in formal evaluations utilizing the <em>KABC-II, Vineland-II, and GORT V</em>:</td>
<td></td>
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</tbody>
</table>
| a. Guidelines for establishing a proper testing environment | Domain I — Standard V  
*ED2K1* |
| b. Administration and scoring of the designated instruments | Domain II — Standard VI  
*ED4S4* |
| c. Interpretation of test results | Domain II — Standard VI  
Domain II — Standard IV  
Domain III — Standard X  
*ACC4S4*  
*ED4S6* |
| d. Cognitive Processes Measured on the KABC-II | Domain II — Standard VI  
Domain IV — Standard I  
*ED1K4*  
*ED3S1*  
*ED4K8* |
| e. Legal and ethical considerations in assessment | Domain III — Standard X  
Domain IV — Standards I, II  
*ACC1K5*  
*ACC5K2*  
*ED5K3*  
*ACC5S1*  
*ACC5S3*  
*ACC4K5*  
*ACC5K2*  
*ED5K3*  
*ACC5S1*  
*ACC5S3* |
| f. Conducting semi-structured interviews using the *Vineland—II* | Domain I — Standard V  
Domain II — Standard VI  
*ED4K11*  
*ED4S2* |
| g. Diagnosing learning competencies and deficiencies | Domain I — Standard V  
Domain III — Standard X  
*ACC4K1*  
*ACC4K3* |
| h. Writing comprehensive assessment reports based on test results | Domain II — Standard VI  
*ED4S6*  
*ED5S5*  
*ACC4S4*  
*ACC4K6*  
*ED4K4* |
| i. Identifying the strengths and limitations of assessment instruments | Domain II — Standard VI  
*ED4K6*  
*ED4K4* |
Frank Dykes  
Spring 2015

| Students will demonstrate understanding of the following cognitive theories: |
|-----------------------------|-----------------------------|-----------------------------|
| a. Luria Neuropsychological Theory | b. PASS Theory | c. Information Processing Theory |

| Students will acquire skills including the role of ethics in the assessment process in the diagnoses of learning disabilities, mental retardation, non-categorical early childhood, dyslexia, and attention deficit/hyperactivity disorder. |
|-----------------------------|-----------------------------|

<table>
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<tr>
<th>Items to be Submitted with Protocols:</th>
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<tr>
<td>a. Consent for testing (Consent must be completed fully (this includes signature and dates of the graduate student and parent)—failure to do so will result in a grade of zero for protocol)</td>
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<tr>
<td>b. Protocols (Record Forms)</td>
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<tr>
<td>c. Digital Recording of each subtest in its entirety</td>
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<tr>
<td>d. Testing Narrative/Interpretive Report</td>
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</table>

**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.

1. **Zoom Conferences:** You are expected to participate in scheduled Zoom conferences (video-conference sessions) throughout the semester. The primary purpose of these videoconferences is to facilitate conversations about test administrations and course assignments/activities. The secondary purpose is to build an on-line community of learners.

2. **Quizzes:** A weekly reading assignment and quiz will be posted within each module. After you have completed the reading, you will take a quiz (as noted on the course schedule) over the material read.

3. **KABC II Test Administrations:** You will submit testing protocols for grading after administering the KABC II to a client. KABC II protocols will be graded on a 100 point scale (90 points for protocol administration and 10 points for the Testing Narratives). The test administration/protocol that is designated as part of the Interpretive Report process will be graded on a 90 point basis as the Interpretive Report takes the place of the Test Narrative for this test administration.
4. **Intelligence Testing Narrative:** You will submit with each protocol a test narrative documenting the individual assessment session (except for the assessment session that is designated as part of the Interpretive Report process). A template for the testing narrative will be provided.

5. **Self-Evaluation of Scoring Rubric:** You will self-evaluate your performance of each test administration according to the criterion reflected on the protocol scoring instrument.

6. **Hypothesis Statement:** You will write a hypothesis statement prior to administering the KABC II that is part of the interpretive report. The hypothesis statement will be based on school records, observations in the school environment, and in-depth interviews that you conduct with the teachers and parents/guardians of the child.

   As part of this assignment, you are required to gather school records (i.e. grades, attendance, cumulative file information, etc.), conduct in-depth interviews with the parent/guardian and teacher(s). You must also observe the child in the school setting.

7. **Interpretive Report:** You will write one interpretive report based on findings of the KABC II assessment. The report will be based on a specific KABC II administration as determined by the instructor of the course.

   The report must include interpretation of testing data including qualitative notes/observations and evidence-based recommendations.

8. **GORT V:** You will administer the GORT V in accordance with the norm-referenced administration procedures. The GORT V will be graded based on the scoring rubric developed for the instrument.

9. **Semi-Structured Interviews:** You are required to conduct a semi-structured interview using the Vineland—I with a parent of a child who has suspected or known adaptive behavior deficiencies. You are expected to take comprehensive notes during the interview process and conduct the interview according to semi-structured interview methodology. Upon conclusion of the semi-structured interview, you will score the Vineland—I using the results of the interview. You are required to obtain Consent for Testing prior to participating in the interview and the assessment process of the Vineland—I.

10. **Video:** You are required to video-record one administration of the KABC—I. This will serve as the final test administration for the class and is the summative project for the course. You must video record each subtest of the KABC II in its entirety. As part of this project, you will complete a self-evaluation of the test administration. The critique must include a summary of performance on each
submit and overall strengths and weaknesses.

Items to be Submitted for Video Administration:

- Digital video recording of each subtest
- Consents, Record Forms, Narratives, etc.
- Summary/Narrative of Test Administration which includes a description of performance on each subtest administered & Overall reflections and perspectives including strengths and weaknesses

**You may submit a chart/table of the strengths and weaknesses for each subtest. However, a written narrative must accompany chart.**

11. **Professional Organization Membership:** You will join the Texas Educational Diagnostician Association (TEDA) during the semester in which you are enrolled in EDSP 5365. A receipt of payment will be required as proof of membership.

12. **Final:**
   a. The final will consist of the submission of the Summative Video-Recording and Self Evaluations of the recording.
   b. Submission of TEDA Membership Confirmation
   c. Written Confirmation that all protocols/test narratives, interpretive reports and any class assignments/notes that contain clients’ identifying information have been properly disposed of according to the guidelines established in class.

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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Zoom Conference (3 @ 25 points each)</td>
<td>75</td>
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<tr>
<td>Quizzes (4 @ 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>*Mastery of KABC II Test Administrations (4 @ 100 each)</td>
<td>400</td>
</tr>
<tr>
<td>*Mastery of KABC II Test Administration (1 @ 90 each)</td>
<td>90</td>
</tr>
<tr>
<td>GORT V</td>
<td>50</td>
</tr>
<tr>
<td>Vineland II / Semi Structured Interviews</td>
<td>50</td>
</tr>
<tr>
<td>Hypothesis Statement</td>
<td>25</td>
</tr>
<tr>
<td>Interpretive Report</td>
<td>100</td>
</tr>
<tr>
<td>Final — Summative Video Test Administration</td>
<td>348</td>
</tr>
<tr>
<td>Final -- Self Evaluation Summary/Narrative</td>
<td>25</td>
</tr>
<tr>
<td>TEDA Membership</td>
<td>10</td>
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*Students must obtain a 92% or greater on each KABC II protocol/scoring rubric in order to successfully complete the course with a grade of an “A or B.” Students will
have the opportunity to re-administer if he/she does not earn at least a 92%. If a student elects to re-administer a test administration, the student must select a client that has not been previously evaluated and must complete the test administration in its entirety according to the administration guidelines.

All other grades will be averaged together with the earned average of the KABC II test administrations for a final total average as determined below.

**Total Points = 1213 points**

**Grading Scale**

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

\[
\frac{\text{Total points you accumulated}}{\text{Maximum points possible}} \times 100 = \text{____} \%
\]

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

Keep track of your scores for the course through Blackboard’s Student Tools folder.

**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 used in each 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 young children, completing the assessment procedures, interpreting data, and writing individual diagnostic reports for use in instruction.

**Texts:**


ISBN 0-471-66733-1
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 Blackboard 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 Blackboard 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 your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, 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 syllabus and in the modules.

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.

- **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.

- **Blackboard:** You will access class lectures, assignments, grades, and course information through Blackboard. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Blackboard.

- **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 Blackboard, please contact IT Support at [http://bit.ly/StudentBbHelp](http://bit.ly/StudentBbHelp)

- **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 5365. 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 5365 will be posted on Blackboard. 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 5365. 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 significant reduction in grade and/or 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.utttyler.edu/wellness/rightsresponsibilities.php

**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. (For Spring 2015, the Census Date is January 26th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.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 (January 26th) 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 chronic 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, Cynthia Lowery Staples. 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 Blackboard.

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
RULE §247.2   Purpose and Scope; Definitions

(b) 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.

**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/Topical Outline

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Course Orientation</td>
<td>Jan 12 – Jan 18</td>
<td>Course Orientation Syllabus Overview</td>
<td>Course Orientation Video Discussion Get your textbook and read the syllabus. Locate/checkout test instruments for the course</td>
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<tr>
<td>Module 2: Overview of the KABC II</td>
<td>Jan 19 – Jan 25</td>
<td>Overview of the KABC II</td>
<td>Read Chapter 1 – Essentials of KABC II Read Chapter 1 &amp; 2 – KABC II Manual View Overview Video Participate in Zoom # 1</td>
<td>Zoom # 1 KABC II Overview Quiz</td>
</tr>
<tr>
<td>Module 3: Administering the KABC II</td>
<td>Jan 26 – Feb 1</td>
<td>Administration of KABC II Subtests</td>
<td>Read Chapter 2 — Essentials of KABC II Read Chapter 3 – KABC II Manual View Admin. Video</td>
<td>KABC II Admin. Quiz</td>
</tr>
<tr>
<td>Week 4: Scoring the KABC II</td>
<td>Feb 2 – Feb 8</td>
<td>Completing The Scoring Profile, Tables, and Process Analysis</td>
<td>Read Chapter 2 Essentials of KABC II Read Chapter 4 – KABC II Manual View Scoring. Video Practice admin. of subtests</td>
<td>KABC II Scoring. Quiz</td>
</tr>
<tr>
<td>Module 5: KABC II Test Interpretations</td>
<td>Feb 9 – Feb 15</td>
<td>KABC II Scoring Rubric and Testing Narrative/Interpretations of KABC II</td>
<td>Read Chapter 3 &amp; 4 Essentials of KABC II Read Chapter 5 – KABC II Manual View Interpretation Video</td>
<td>KABC II Interp. Quiz</td>
</tr>
<tr>
<td>Module 6: Field Week</td>
<td>Feb 16 – Feb 22</td>
<td>Field Week</td>
<td>Administer and Score KABC II # 1</td>
<td>KABC II # 1 Due</td>
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<tr>
<td>Week 8: Field Week</td>
<td>March 2 – March 8</td>
<td>Field Week</td>
<td>Administer and Score KABC II # 2 Participate in Zoom # 2</td>
<td>Zoom # 2 KABC II # 2 Due</td>
</tr>
<tr>
<td>Module 9: Hypothesis</td>
<td>March 15 – March 22</td>
<td>Hypothesis Driven Approaches</td>
<td>View Lecture on Hypothesis Driven</td>
<td>Hypothesis Statement Due --</td>
</tr>
<tr>
<td>Development</td>
<td>Approaches Obtain Consent, Collect Background Information, Conduct Observations and Interviews Write Hypothesis Statement (KABC # 4) Administer and Score KABC II # 3</td>
<td>KABC # 4 KABC # 3 Due</td>
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<tr>
<td>Module 10: Field Week</td>
<td>Administer and Score KABC II # 4 Write Interpretive Report</td>
<td>KABC # 4 Due</td>
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<tr>
<td>Module 11: GORT V</td>
<td>GORT V View Overview and Scoring of GORT V Videos Administer GORT V</td>
<td>GORT V Due</td>
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</tr>
<tr>
<td>Module 12: Vineland II</td>
<td>Overview of VINELAND II and Construct of Intellectual Disabilities Semi-Structured Interviews View lecture on Semi-Structured Interview/Vineland II View Scoring Video on Vineland II Administer VINELAND</td>
<td>VINELAND Due</td>
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<tr>
<td>Module 13: Field Week</td>
<td>Field Week Administer and video-record KABC II # 5 (This is your summative evaluation and will serve as the final test administration for this class)</td>
<td>Summative Video Recording and Self Evaluations Due -- KABC # 5</td>
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<tr>
<td>Module 14: Field Week</td>
<td>Field Week Write Final Draft of Interpretive Report Join TEDA</td>
<td>Final Draft of I.R. Due</td>
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<tr>
<td>Module 15: Course Wrap Up</td>
<td>Course Wrap-Up The Good, The Bad, The Ugly Participate in Zoom # 3</td>
<td>TEDA M/Ship Confirm. Due</td>
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<td></td>
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<td>Zoom # 3</td>
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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 5365.

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:
   a. Two elementary age/grade children (KABC II)
   b. One middle school age/grade children (KABC II)
   c. One high school age/grade students (KABC II)
   d. One child your age/grade level choice (KABC II) that is consistent with the KABC II norms.
   e. One child your age/grade level choice (GORT V) that is consistent with the GORT V norms.
   f. Parents/Caregivers of child suspected with adaptive behavior deficits

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.
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: ____________________________________________________________________________
The University of Texas at Tyler
School of Education
903-566-7133

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:

____________________________________________________________________________________