The University Of Texas at Tyler
School of Education
EDSP 5366
Seminar: Full Individual Evaluation
University of Texas at Tyler –College of Education

Course: EDSP 5366
Semester and Year: Long Summer 2015
Time: Online
Location: Online

Instructor Information:

Frank Dykes, Ed.D.
Associate Professor of Special Education
School of Education
Office: BEP 243
Virtual Office Hours: Tuesdays 2 p.m. to 3 p.m. – Zoom. All others by appointment. Use this link to access Virtual Office Hours via Zoom. Join from PC, Mac, iOS or Android: https://uttyler.zoom.us/j/7960131154
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 by appointment if you need any assistance.

Course Catalog Description:

A study of major standardized instruments utilized in the full individual evaluation of language, sociological, physical and behavioral/emotional areas, intellectual functioning and adaptive behavior, educational achievement, and learning competencies. Clinical and field experience in administration, scoring and interpretation, comparisons with intellectual functioning for determining the existence of a handicapping condition, report writing and educational prescriptions are included. Prerequisite: EDSP 5364 and ESPD 5371.

Major area: Special Education – Educational Diagnostician

Student Learning Outcomes

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Special Education Diagnostic Specialist Standards.
<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Standards:</th>
</tr>
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<tbody>
<tr>
<td>The learner will acquire knowledge of the following in order to properly engage in diagnostic evaluations using developmental assessments:</td>
<td>SBEC CEC</td>
</tr>
<tr>
<td>Establish a proper testing environment</td>
<td>Domain I—Standard V ED2K1</td>
</tr>
<tr>
<td>Administer and score the designated instruments including the <em>WJ IV Cognitive, Secondary Intellectual Instrument</em>, and <em>CTOPP 2</em>.</td>
<td>Domain II—Standard VI ED4S4</td>
</tr>
<tr>
<td>Interpret test results</td>
<td>Domain II—Standard VI Domain II—Standard IV Domain III—Standard X ACC4S4 ED4S6</td>
</tr>
<tr>
<td>Understand and identify the legal and ethical considerations in assessment</td>
<td>Domain III—Standard X Domain IV—Standards I, II ACC1K5 ACC5K2 ED5K3 ACC5S1 ACC5S3</td>
</tr>
<tr>
<td>Understand and apply CHC Theory</td>
<td>Domain II—Standard VI Domain IV—Standard I ED1K4 ED3S1 ED4K8 ED4K8 ED4K7</td>
</tr>
<tr>
<td>Apply the cross-battery approach to assessment</td>
<td>Domain II—Standard VI Domain IV—Standard I ED1K4 ED3S1 ED4K8</td>
</tr>
<tr>
<td>Identify a learning disability using a cross-battery approach</td>
<td>Domain I—Standard V ACC4K1 ED4K6 ED4K8 ED4S5</td>
</tr>
<tr>
<td>Write full and individual assessments based on assessment</td>
<td>Domain II—Standard VI</td>
</tr>
</tbody>
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results.

Understand and apply the four pillars of assessment.

Write evidence-based recommendations appropriate for learners based on assessment results

| Evaluation and Grading: | ED4S6  
ED4S8 |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Zoom Conferences (2 @75 points each)</td>
<td>150 points</td>
</tr>
<tr>
<td>Quizzes (5 @ 10 points each)</td>
<td>50 points</td>
</tr>
<tr>
<td>1 XBA Activity</td>
<td>25 points</td>
</tr>
</tbody>
</table>

**TEST ADMINISTRATIONS**

<table>
<thead>
<tr>
<th>WJ IV #1 Test of Cognitive Abilities</th>
<th></th>
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<tbody>
<tr>
<td>WJ IV #1 Test Administration</td>
<td>103 points</td>
</tr>
<tr>
<td>WJ IV #1 Test Narrative</td>
<td>10 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Battery Assessment #1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WJ IV Test Administration</td>
<td>103 points</td>
</tr>
<tr>
<td>Secondary Intelligence Test Administration</td>
<td>15 points</td>
</tr>
<tr>
<td>Cross Battery #1 Test Narrative</td>
<td>10 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Battery Assessment #2</th>
<th></th>
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<tbody>
<tr>
<td>WJ IV Test Administration</td>
<td>103 points</td>
</tr>
<tr>
<td>Secondary Intelligence Test Administration</td>
<td>15 points</td>
</tr>
<tr>
<td>CTOPP 2</td>
<td>28 points</td>
</tr>
<tr>
<td>Interpretive Report</td>
<td>100 points</td>
</tr>
</tbody>
</table>

WJ IV Video Test Administration (*FINAL*)
WJ IV Video Administration 250 points
WJ IV Scoring Administration 103 points
Video Self Evaluation 25 points

Total Points = 1090 points

*You must obtain a grade of 92% or above on each of the four WJ IV Cognitive Test of Abilities Test Administrations.

All other grades will be averaged together with the earned average of the four WJ IV Cognitive for a final total average as determined below. Failure to obtain a 92% on WJ IV test administrations precludes the student from earning a grade of an A or B in the course.

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

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

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.

Description of Course Assignments, Evaluation, and Grading:

1. **Zoom Video-Conferences**: You 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 @ 75 points each = 150 points)

2. **Quizzes**: After you have completed the assigned reading, a quiz (as noted on the course schedule) will be taken over the material read. (5 @ 10 points each = 50 points)

3. **XBA Scoring Activity**: The purpose of this activity is to facilitate an understanding of XBA assessments prior to the first XBA test administration with a client (1 @ 25 points each).

4. **WJ IV #1 Tests of Cognitive Abilities Protocols**: You will administer the WJ IV Tests of Cognitive Abilities. WJ IV #1 consists of the following:
   a. WJ IV Tests of Cognitive Abilities (Audio Recorded) 103 points
   b. Testing Narratives 10 points. (Total -- 113 points)
5. **Cross Battery #1**: You will conduct Cross Battery Assessments. Cross battery assessment #1 consist of the following:
   a. WJ IV Tests of Cognitive Abilities (Audio Recorded) **103 points**
   b. Selected subtests from a supplemental intelligence instruments such as KABC II or WISC V (Audio Recorded) **15 points**
   c. Testing Narrative **10 points (Total – 128 points)**

6. **Cross Battery Assessments # 2**: You will conduct Cross Battery Assessments. Cross battery assessment # 2 consist of the following:
   a. WJ IV Tests of Cognitive Abilities (Audio Recorded) **103 points**
   b. Selected subtests from a supplemental intelligence instruments such as KABC or WISC V (Audio Recorded) **15 points**
   c. CTOPP 2 (Audio Recorded) **28 points**
   d. Interpretive Report **100 points (Total – 246 points)**

7. **WJ IV Video Test Administration (Final)**: You will video record the final test administration for this course. WJ IV Video Test Administration consists of the following.
   a. WJ IV Test of Cognitive Abilities (Video Recording) **250 points**
   b. WJ IV Test Administration (Scoring) **103 points**
   c. Video Self Evaluation -- Narrative **25 points (Total 378 points)**

8. **Interpretive Reports (100 points)**: You will write one interpretive report using the Cross Battery Assessment Approach (XBA) based on a child you have administered the WJ IV Cognitive, Secondary Intellectual Instrument, and CTOPP 2 to during the semester in which you are currently enrolled. As part of this assignment, you are required to conduct an in-depth interview with the parent/guardian and school personnel to collect the necessary information for the report. The report must include interpretation of testing data including qualitative notes/observations, eligibility recommendations, and evidence-based recommendations.

9. **Self Evaluation of Video Administration (25 points)**: You are required to video-record the final test administration of the WJ IV Test of Cognitive Abilities. 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 subtest and overall strengths and weaknesses. *All video-recordings must be transferred to a digital format that is viewable by the instructor.*

**Items to be Submitted for Video Administration**

- CD or Flash Drive – WJ IV Cognitive Test Administration
- 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.**
Assignment Submission Guidelines/Requirements:

1. You must obtain a 92% on each of the four WJ IV Test Administrations. You will have the opportunity to rescore OR re-administer WJ IV #1 and Cross Battery #1—WJ IV Test Administration. There will be no opportunities to rescore or re-administer any test administrations except WJ IV #1 and Cross Battery #1—WJ IV Test Administration.

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

   Items to be Submitted with Protocols
   - Consent for Testing (Consent must be completed fully (this includes signature, dates, phone numbers, etc. of the graduate student and parent)—failure to do so will result in a grade of zero for protocol)
   - Protocols (Record Forms & Student Response Booklets)
   - Audio/Video Recording of Test Administrations (Primary and Secondary Instruments)
   - WJ Scoring Report
   - DMIA Scoring Reports (Primary/Secondary Entries & CHC Analyzer)
   - Testing Narrative
   - Scoring Rubrics (Primary and Secondary Instruments, CTOPP 2)

3. 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.

4. Audio Recording: Each protocol submission must be accompanied with a recording of the individual assessment sessions.

5. Intelligence Testing Narrative: Each protocol submission must be accompanied with a narrative documenting the individual assessment session. A template for the testing narrative will be reviewed in class and is expected to be used for each test administration.

6. Self-Evaluation of Scoring Rubric: Each protocol submission must be accompanied a self-evaluation of your performance of the test administration according to the criterion reflected on the protocol scoring instrument.

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

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

Basic testing procedures 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 school-aged children, completing the assessment procedures, interpreting data, and writing individual diagnostic reports for use in instruction.

**Required Texts:**


**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 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.

- **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.

• **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.

• **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 5366. 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 5366 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 5366. 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.utt Tyler.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 Long Summer 2015, the Census Date is July 26th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utt Tyler.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 (July 6) 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 to not 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, homework 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.
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.

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

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

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

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

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

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.

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.

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.
# Course Schedule Of Activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week # 1 – May 18-24</td>
<td>Course Orientation/Syllabus and Course Expectations/Test Kit Checkouts Overview of the WJ IV Cognitive Test Admin Contract</td>
<td>Read Chapters 1-2 in the WJ IV Manual Ch 1 pp 1-11 Ch 2 pp 13-25 View WJ IV Overview Lecture Complete Test Admin Contract</td>
<td>Quiz # 1 Test Admin Contract Zoom #1 Time Selections Emailed to Professor</td>
</tr>
<tr>
<td>Week # 2 May 25-31</td>
<td>Administration of the WJ IV Cognitive Subtests</td>
<td>Read Chapters 3-4 in WJ IV Manual Ch 3 pp 27-35 Ch 4 pp 57-72 View WJ IV Subtest Administrations – Standard and Extended</td>
<td>Quiz # 2 Zoom Conference #1</td>
</tr>
<tr>
<td>Week # 3 June 1-7</td>
<td>Computing the Raw Scores &amp; WJ IV Interpretations</td>
<td>Read Chapter 5 in WJ IV Manual Ch 5 pp 75-101 View Scoring Video</td>
<td>Quiz # 3</td>
</tr>
<tr>
<td>Week # 4 June 8-14</td>
<td>Cross Battery Overview</td>
<td>Chapter 1 Essentials of XBA View Overview Lecture Conduct WJ IV Cog</td>
<td>WJ IV #1 Cognitive Due Quiz # 4</td>
</tr>
<tr>
<td>Week # 5 June 15-21</td>
<td>How to Organize a XBA Assessment</td>
<td>Chapter 2 Essentials of XBA View Organization of XBA Lecture</td>
<td>Quiz # 5</td>
</tr>
<tr>
<td>Week # 6 June 22-28</td>
<td>How to Interpret XBA Test Data CTOPP 2 Overview, Subtest Administration, and Scoring Profile</td>
<td>Chapter 3 Essentials of XBA View Interpretation of XBA Lecture View CTOPP 2 Overview Lecture View CTOPP 2 Subtests Administrations Lecture View CTOPP 2 Scoring Lectures</td>
<td>XBA Activity</td>
</tr>
<tr>
<td>Week # 7 June 29-July 5</td>
<td>FIELD WEEK</td>
<td>Conduct XBA # 1</td>
<td>XBA # 1 Due</td>
</tr>
<tr>
<td>Week # 8 July 6-12</td>
<td>XBA – Report Writing / Evidence Based Recommendations</td>
<td>Read Chapter 7 Essentials of XBA</td>
<td>Zoom Conference #2</td>
</tr>
<tr>
<td>Week # 9 July 13-19</td>
<td>FIELD WEEK</td>
<td>Conduct XBA # 2</td>
<td>XBA # 2 Due</td>
</tr>
<tr>
<td>Week # 10 July 20-26</td>
<td>FIELD WEEK</td>
<td>Interpretive Report Due</td>
<td></td>
</tr>
<tr>
<td>Week # 11 July 27-Aug 2</td>
<td>FIELD WEEK</td>
<td>Video Administration of WJ IV</td>
<td>WJ IV Video Admin Due Video Self Evaluations Due</td>
</tr>
</tbody>
</table>
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 5366.

2. Throughout the semester you must select different participants to administer the required test administrations. That is, each test administration must be a different participant that was tested.

3. 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. **One elementary** (i.e. 1st-5th grade) age/grade child -- WJ IV #1
   b. **One secondary** age/grade child – XBA #1
   c. **One elementary** age/grade child – XBA #2
   d. **One secondary** (i.e. middle or high school age/grade child) WJ IV Video Test Administration

4. 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.

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

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

7. 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: __________________________________________________________________________
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:

______________________________________________