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

Course: EDSP 5371
Semester and Year: Fall 2015
Time: Online
Location: Online

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

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

Course Catalog Description:

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

Major area: Special Education – Educational Diagnostician

Student Learning Outcomes

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Special Education Diagnostic Specialist Standards.
<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Standards:</th>
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</thead>
<tbody>
<tr>
<td>Review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.</td>
<td>SBEC CEC</td>
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<tr>
<td></td>
<td>1.1k, 1.1s, 1.2k, 1.4k, 1.5k, 2.1k, 2.2k, 1.2k</td>
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<tr>
<td>Review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.</td>
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<td></td>
<td>1.2k, 1.4k, 1.2k, 8.1k, 8.7k</td>
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<tr>
<td>Master the basic administration, scoring, and interpreting skills in individual intelligence testing.</td>
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<tr>
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<td>1.2s, 2.7s, 5.3s, 6.1k, 6.2k, 6.3k, 6.3s, 6.6k, 6.7k</td>
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<tr>
<td></td>
<td>8.1k, 8.1s, 8.2k, 8.2s, 8.3k, 8.3s, 8.5s, 8.6s, 8.7k</td>
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<tr>
<td>Uses procedures to ensure nonbiased results</td>
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<tr>
<td></td>
<td>6.2s, 6.5s, 6.8k, 7.1s, 2.2k, 3.1k, 8.4s</td>
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<tr>
<td>Communicate assessment results through formal report writing.</td>
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<td></td>
<td>3.8s, 3.10s, 6.11s, 8.1s, 8.12s, 10.1s</td>
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<tr>
<td>Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs &amp; making recommendations based on assessment results</td>
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<td></td>
<td>4.3s, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s</td>
</tr>
<tr>
<td></td>
<td>8.4s, 8.11s, 8.12s, 10.1s</td>
</tr>
</tbody>
</table>

**Evaluation and Grading:**

- Zoom Conferences (2 @ 75 points each) 150 points
- Quizzes (4 @ 10 points each) 40 points

**Test Administrations**

- **WISC V #1**
  - WISC V Test Administration 100 points
  - Test Narrative 10 points

- **WISC V #2**
  - WISC V Test Administration 100 points
  - Test Narrative 10 points

- **WISC V #3**
WISC V Test Administration 100 points
Test Narrative 10 points

WISC V #4
Hypothesis Statement 10 points
WISC V Test Administration 100 points
GORT V Test Administration 100 points
Interpretive Report 100 points

WISC V #5
WISC V #5 Scoring Administration 100 points
WISC V Video Administration 300 points
Video Self-Evaluation 25 points

Total Points = 1255 points

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

You must obtain a grade of 92% or above on each of the 5 WISC V Test Administrations. All other grades will be averaged together with the earned average of the five WISC V test administrations for a final total average as determined below. Failure to obtain a 92% on each WISC V test administration precludes the student from earning a grade of an A or B in the course.

Grading is based on the following formula.

\[
\frac{\text{Total points you accumulated}}{880} \times 100 = \underline{\text{____}}\% 
\]

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: Each student will participate in two Zoom Conferences throughout the semester. The primary purpose of these video-conferences is to facilitate conversations about assessment and course assignments/activities. The secondary purpose is to build an on-line community of learners.

2. Quizzes: After the student has completed the assigned reading, a quiz (as noted on the course schedule) will be taken over the material read.
3. **WISC V #1 Test Administration**: You will administer the WISC V to a specified client. WISC V #1 consists of the following:
   a. WISC V (Audio Recorded)
   b. Test Narrative

4. **WISC V #2 Test Administration**: You will administer the WISC V to a specified client. WISC V #2 consists of the following:
   a. WISC V (Audio Recorded)
   b. Test Narrative

5. **WISC V #3 Test Administration**: You will administer the WISC V to a specified client. WISC V #3 consists of the following:
   a. WISC V (Audio Recorded)
   b. Test Narrative

6. **WISC V #4 Test Administration**: You will administer the WISC V to a specified client. WISC V #4 consists of the following:
   a. Hypothesis Statement
   b. WISC V (Audio Recorded)
   c. GORT V (Audio Recorded)
   d. Interpretive Report 100 points.

7. **WISC V #5 Video Test Administration (Final)**: You will video record the final test administration for this course. WISC V Video Test Administration consists of the following.
   a. WISC V (Video Recording)
   b. WISC V Test Administration (Scoring)
   c. Video Self Evaluation -- Narrative

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

9. **Hypothesis Statement**: You will write a hypothesis statement in conjunction with WISC V #4 Test Administration.

10. **Interpretive Report**: You are required to write a full individual interpretive report based on a child that they have administered the WISC V to during the semester in which they are enrolled. As part of this assignment, the graduate student is required to conduct in-depth interviews with the parent/guardian and school personnel to collect the necessary information for the report. The report must include interpretation of testing data including qualitative notes/observations, eligibility recommendations, and evidence-based recommendations.

11. **Self Evaluation of Video Administration**: You are required to video-record one administration of the WISC V assessments. 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.

Items to be Submitted for Video Administration

- Flash Drive – WISC V 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.**

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.

Specific Assignment Requirements:

1. You must obtain a 92% on each of the five WISC V Test Administrations. You will have the opportunity to rescore OR re-administer WISC V #1 and WISC V #2. There will be no opportunities to rescore or re-administer any test administrations except WISC V #1 and WISC V #2.

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)
- Testing Narrative
- Scoring Rubrics

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.

Teaching Strategies:

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

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

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

**Required Texts:**


**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” and not “an autistic child.”

- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.

- **Communication:** You’ll need to log in to 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 throughout the week 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. 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 Work and Make Up Exams**: 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.

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 on Blackboard.

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.

- **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, informed consent must be obtained. 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:** The graduate student is responsible for locating the required test instruments for EDSP 5371. Students who live in the East Texas area 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. Students who do not live in the East Texas area will need to borrow test instruments from their school districts/local service centers 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/scoring assist use.

• **Protocols:** Protocols for the assessment instruments required in EDSP will be provided via Blackboard.

• **Participant/Client Selection:** The graduate student is required to find their own clients in which to administer the assessment instruments required for EDSP 5371. When selecting participants/clients, the graduate student 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/or a grade of a zero.

• **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 itsupport@uttyler.edu

**UNIVERSITY POLICIES**

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

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

**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 Fall 2015, the Census Date is September 4th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

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

The Census Date (September 4th) 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.