

Midwestern State University
Gordon T. & Ellen West College of Education
SPED: 5613 Foundations of Special Education
Sections X20, DX1

Contact Information:

Instructor: Emily N. Smith, EdD

Office Hours: Monday 9:00am – 11:00am Tuesday 9:00am-11:00am, Wednesday 9:00am – 10:00am

Office Phone: 940-397-4800

Email: emily.smith@msutexas.edu

Course/Catalog Description:

Philosophical, historical, and legal foundations of special education. Introduction to roles and responsibilities of the special educator, and legal and ethical requirements of the profession. Theoretical perspectives related to the nature and needs of persons with disabilities; involvement in disability advocacy.

Required Text :

No text required, required readings will be provided.

Required Technology:

All students must have internet access and word processing software. Students will also be required to upload requested documents into TK20 throughout the semester.

Usernames and password reset requests can be made by contacting Suzy McDowell at suzy.mcdowell@msutexas.edu.

Student Assistance Office Hours:

Monday – 9:00am- 11:00am

Tuesday – 9:00am-10:00am

Wednesday – 9:00am – 11:00am

Thursday: by appointment

Friday – by appointment

Instructor Response Policy

Please allow 24 hours response time during the semester. I prefer you email me through my MSU email account [Emily Smith](mailto:Emily.Smith@msutexas.edu) but I also check the email associated with this course each morning.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements

developmentally appropriate and challenging learning experiences.

- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

The candidate will meet the following Texas Educator Standards for special educators/educational diagnosticians. These are aligned with the Council for Exceptional Children (CEC) knowledge and skills standards as they apply to students with disabilities. This course provides candidates with a knowledge base of the

environment in which they may work. Satisfactory completion of the course will document that students have demonstrated the ability to:

Objective	Standards	Assignments
Candidates will evaluate current legislation pertaining to students with disabilities and their families, as well as ethical standards related to professional practices in the field.	<p>Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.</p> <p>The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.</p>	Assigned Reading, Discussions, Class Activities, Professional Development Project
Candidates will discuss significant philosophical and historical aspects of special education, as well as emerging issues, practices and research in the field.	<p>Standard I: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities</p> <p>The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.</p>	Assigned Reading, Discussions, Class Activities, Professional Development Project
Candidates will describe effective communication strategies with parents from diverse backgrounds and professionals from other disciplines and community useful for those working with exceptional students.	<p>Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel</p> <p>The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings</p>	Assigned Reading, Discussions, Class Activities
Candidates will examine the roles and responsibilities of a special educator.	<p>Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.</p> <p>The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</p>	Assigned Reading, Discussions, Class Activities, Professional Development Project

See Appendix A for a complete list of standards/competencies

Dispositions Candidates will demonstrate the dispositions of dependability, sensitivity, and a commitment to becoming practitioners and leaders in the profession of education who practice within the CEC Code of Ethics.

CEC Code of Ethics

- Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- Practicing collegially with others who are providing services to individuals with exceptionalities.
- Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- Using evidence, instructional data, research and professional knowledge to inform practice.
- Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- Engaging in the improvement of the profession through active participation in professional organizations.
- Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

Methods of Instruction

This course will be presented in a manner that will allow you to learn independently, from each other, through the discussion board, email, and postings. While you may work somewhat at your own pace, I have found that most students appreciate the structure of due dates. Please adhere to the due dates and adjust your study schedule accordingly.

Internet courses are a convenient and effective method of learning, however they require as much work and attention as traditional instruction. The following will ensure success this semester:

1. Do not think you can do this course in your spare time. Plan, plan, and plan some more. Schedule at least 12-15 hours a week to dedicate to this course.

2. Please adhere to all deadlines and due dates-this will help you plan-you may complete assignments early but do not turn them in late.
3. Please read and re-read assignments. Get clarification as soon as can (do not wait until the night before).
4. All assignments are due Sunday night by midnight unless otherwise specified. You have plenty of time to complete your assignments; therefore, no late work will be accepted.

Grading Procedures

Assignment	Details	Points
Introduction		10
Discussions	5 (10 point each)	50
Class Assignments	4 (10 points each)	40
Special Education Philosophy		50
Professional Development Training		100
Midterm Exam		100
Final Exam		100
Total		450

Grade	Points
A	450-405
B	404-360
C	359-315
D	315-270
F	269 and below

Important Dates

Date	Activity	Notes
01/17/2023	Disability Rights/Awareness	Introduction due 01/22/2023 by midnight
01/23/2023	What is Special Education?	Discussion 1 and Class Assignment 1 due 01/29/2023 by midnight
01/30/2023	Disability Theory	Discussion 2 and Class Assignment 2 Due 01/30/2022 by midnight
02/06/2023	Midterm Exam	Must be taken by 02/12/2023 midnight

Date	Activity	Notes
02/13/2023	Special Education Philosophy	Discussion 3 and Special Education Philosophy due 02/19/2023 by midnight
02/20/2023	Roles and Responsibilities of the special educator	Discussion 4 and Class Assignment 3 due 02/26/2023by midnight
02/27/2023	Communication and Collaboration	Discussion 5 and Class Assignment 4 due 03/05/2023 by midnight
03/06/2023	Professional Development	Professional Development Training Due 03/08/2023 by Midnight
03/10/2022	Final Exam	Must be taken by 03/10 midnight

Assignments

All written work should be written in a professional manner. Confidentiality will be respected at all times.

Introduction

Candidates will introduce themselves to their peers using a multi-media platform (screen-cast-o-matic or any platform of their choosing)

Discussions

Candidates will participate in 4 discussions on the class discussion board. Each candidate must make an initial response to the prompt by Tuesday and midnight and reply to 2 of their classmates by Sunday at midnight of the week the discussion is assigned.

Initial discussion posts must be 5-10 sentences in length and replies to classmates must be 3-5 sentences in length in order to receive full credit.

Class Assignments

Candidates will be given brief class assignments that are relevant to the week's activities. Instructions will be posted in D2L for each assignment.

Special Education Philosophy Statement

Candidates will develop a statement of their beliefs about special education which includes one disability theory.

Professional Development Training

The candidate is required to select a topic pertinent to their area of study (Learning Disability, Emotional disturbance, Dyslexia, Low-Incidence disability, Autism, parent advocacy, etc.). They are then to create 30 minute training complete with PowerPoint (max 20 slides), training notes (place the notes in the notes section of PowerPoint), and

clear evidence of the research literature used to create the training, citing all sources on a reference slide. This training must be recorded and uploaded into the appropriate D2L link for credit.

Exams

Candidates will take a midterm and final exam. The exams will be administered on D2L and consist of multiple choice and true/false questions.

Extra Credit

Extra credit assignments will not be given in this course.

Late Work

Late will only be accepted in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the assignment due date and appropriate documentation must be provided.

Make Up Work/Tests

Make up work will only be accepted in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the due date and appropriate documentation must be provided.

Important Dates

Last day for term schedule changes: January 20^h

Deadline to file for graduation: February 20th

Last Day to drop with a grade of "W:" March 27th

Refer to: [Drops, Withdrawals & Voids](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the

instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.***

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Student Handbook

Refer to: [Student Handbook-2022-23](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References/Scientifically-Based Research/Additional Readings:

Connor, D. J., Gabel, S. L., Gallagher, D. J., & Morton, M. (2008). Disability studies and inclusive education—implications for theory, research, and practice. *International Journal of Inclusive Education*, 12(5-6), 441-457.

Cook, B. G., & Schirmer, B. R. (2003). What is special about special education? Overview and analysis. *The Journal of Special Education*, 37(3), 200-205.

Danforth, S., & Rhodes, W. C. (1997). Deconstructing disability: A philosophy for inclusion. *Remedial and Special Education*, 18(6), 357-366.

Frederick, J. K., Raabe, G. R., Rogers, V. R., & Pizzica, J. (2020). Advocacy, Collaboration, and Intervention: A Model of Distance Special Education Support Services Amid COVID-19. *Behavior analysis in practice*, 1-9.

Mcphail, J. C. (1995). Phenomenology as philosophy and method: Applications to ways of doing special education. *Remedial and Special Education*, 16(3), 159-165.

Retief, M., & Letšosa, R. (2018). Models of disability: A brief overview. *HTS Teologiese Studies/Theological Studies*, 74(1).

Appendix A: Standards/Competencies

Educational Diagnostician 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.

Educational Diagnostician Standard VIII

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

Educational Diagnostician Standard IX

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

Educational Diagnostician Standard X

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

Framework with Competencies

DOMAIN I—IDENTIFICATION AND ASSESSMENT

Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

For example:

A. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.

B. Apply knowledge of the educational diagnostician's role in assisting local educational

agencies (LEAs) in complying with Child Find.

C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.

D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.

E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.

F. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

For example:

A. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).

B. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.

C. Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students with disabilities and determine the presence of an educational need.

D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.

E. Apply knowledge of targeted individualized assessment strategies to inform instruction

(e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, student feedback).

F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).

G. Demonstrate understanding of procedures for student screening; prereferral, including Response to

Intervention (RtI) and multi-tiered support; referral; and eligibility.

H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.

I. Apply knowledge of procedures and strategies for effectively collaborating with

families and with other professionals in assessing and evaluating students with disabilities.

Competency 003 (Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE).

For example:

- A. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
- B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).
- C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.
- D. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.
- E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
- F. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, social skills, physical skills, emotional skills, assistive technology needs).
- G. Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines.

DOMAIN II—CURRICULUM, INSTRUCTION, AND INTERVENTION

Competency 004 (Academic Instruction and Strategies): Apply knowledge of educational implications

of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

For example:

- A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
- B. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).
- C. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
- D. Apply knowledge of making individualized recommendations to assist the Admission,

Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.

E. Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, nonbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.

F. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

For example:

A. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments.

B. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.

C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.

D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.

E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.

F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.

G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

DOMAIN III—PROFESSIONAL RESPONSIBILITIES

Competency 006 (Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines

and reporting requirements.

For example:

- A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).
- B. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.
- C. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
- D. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.
- E. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).
- F. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

Competency 007 (Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.

For example:

- A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.
- B. Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and compliance with local, state, and federal monitoring and evaluation requirements.
- C. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
- D. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.
- E. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.
- F. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).
- G. Demonstrate knowledge of qualifications necessary to administer and interpret various

assessment instruments and procedures for consistent use of these instruments across instructional settings.

H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 008 (Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.

For example:

A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.

B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

C. Describe how a teacher would implement and monitor the progress of the recommendation.

[Special Education EC-12 Standards](#)
[High Leverage Practices](#)