



Course Syllabus: Individual Assessment II

College of Education

SPED 6623/X40-DX1

July 10, 2023 – August 10, 2023

Contact Information

Instructor: Dr. Emmanuel Sefah

Office hours: Available by appointment

E-mail: emmanuel.sefah@msutexas.edu

Instructor Response Policy

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

Textbook & Instructional Materials

Dombrowski, S. C. (Ed.). (2020). *Psychoeducational assessment and report writing*. Springer Nature.

Course Description

Demonstration of competency in administration, scoring, reporting, and interpreting achievement tests. Includes curriculum-based measurement and progress monitoring. Extensive fieldwork required.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the TExES Examination Framework/Standards and Texas Ed Diag Standards. This course provides teacher candidates with a knowledge base of the environment in which they may serve as a diagnostician. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Explain the evaluation process.
2. Understand ethical and professional practices, roles, and responsibilities of a diagnostician.
3. Critically examine collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

4. Understand student assessment and evaluation, program planning, and instructional decision making.
5. Know eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
6. Select, administer, and interpret appropriate formal and informal assessments and evaluations.
7. Examine of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.
8. Know skills necessary for scheduling, time management, and organization.
9. Synthesize students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.
10. Knows appropriate curricula and instructional strategies for individuals with disabilities.

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](#)

Methods of Instruction and Professional Expectations

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 20 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. Do not turn all of your tests at the end, we expect 3 of them complete prior to midterm (July 28)

3. Follow all instructions and watch training videos. Please read and re-read assignments and 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 two full weeks to complete your assignments; therefore, no late work will be accepted. Grading Procedures
5. You must display the dispositions of an educational diagnostician. This includes but is not limited to completing every assignment, responding to instructor emails, following instructions, filling out forms correctly, responding to feedback questions, etc.

Grading/Assessment

Manual Quizzes (3)	30
Assessments (6)	120
Reports (2)	50
Video Reflection	25
Lecture Notes (5)	50
Constructed Response	25
Book Questions	70
Final Exam	100
Total	470

Grade	Points
A	423-470
B	376 to 422
C	329 to 375
D	282 to 328
F	Less than 282
Failure to turn in any assignment will result in a failing grade for course.	

Course Schedule:

Week	Activities/Assignments/Exams	Due Date
------	------------------------------	----------

<p>Week 1 07/10 to 07/15</p>	<p>Read Chapters 10 and 11 in text Test Manual Quiz 1 Introduction Zoom Lecture notes on recorded lecture with Notes Work on Book Quiz</p>	<p>All assignments due 07/11/23 by midnight</p>
<p>Week 2 07/17 to 07/23</p>	<p>Read Chapters 12 and 13 in text Test Manual Quiz 1 Zoom with lecture notes Work on Book Quiz Testing</p>	<p>All assignments due 07/23/2023 by midnight</p>
<p>Week 3 07/24 to 07/30</p>	<p>Read Chapters 14 and 15 in text Test Manual Quiz 3 Zoom with Lecture Notes Work on Book Quiz Testing Report 1</p>	<p>All assignments due 07/30/2023 by midnight 3 tests must be complete (July 27)</p>

Week	Activities/Assignments/Exams	Due Date
Week 4 07/31 to 08/06	Read Chapters 16 and 17 in text Zoom with Lecture Notes Work on Book Quiz Testing Report 2 Video Reflection *Start returning test kits Take Final Exam	All assignments due 08/06/2023 by midnight Final exam due 8/04 by midnight
Week 5 08/07 to 08/13	Read Chapters 20 and 25 in text Complete Constructed Response Zoom with Lecture Notes Test kits need to be returned by 08/07	All assignments due 8/10/2023 by midnight

Notice

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

Manual Quizzes

You will also complete manual quizzes for the assessments that you have used during the semester. Once you have read the manual and comfortable with the administration of a particular battery, you are free to take the quiz. You must pass (80% or higher) 6 total competencies before the completion of your practicum course. These are taken at your own pace; therefore, there are only suggested due date for these.

Assessments

6 assessments will be completed. You will administer and score each assessment. The entire protocol (completed) with scores (add computer scores for WJ products) and a **brief written report** will be uploaded into D2L. You may turn in assessments as you finish them, even if they are early. Each assessment Dropbox is located in the "Assessment Drop Box"

Reports

2 reports will be completed. You will administer and score an assessment and write an evaluation report for 2 assessments. These reports will be written on two of the above assigned assessments. The assessment report will be uploaded into D2L. You may turn in the assessment reports early, however, a lecture in report writing will be provided. Each report Dropbox is located in the "Assessment Drop Box"

Video Reflection

One video reflection will be submitted. You will record yourself administering an assessment and use the provided video reflection checklist to reflect on your assessment administration.

Lecture Notes

Students will attend or watch 5 lectures and take notes of each lecture as if they were in class. These notes may be typed or handwritten. A copy of lecture notes will be submitted for a grade.

Constructed Response

Students will be provided a case study of a child suspected of having a specific learning disability. Using the information provided, you will analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of approximately 400 to 600 words in which you, identify one area of academic strength and one area of academic need for the student based on a review of the formal and informal diagnostic assessment data provided, describe a specific evidence-based instructional strategy or intervention that would effectively address the student's identified need and build on the student's identified strength; and describe how a teacher could best implement and monitor the progress of the instructional strategy or intervention.

Book Questions

Students will complete book questions in the Quiz exam section of D2L using their book. The questions will be open book, will cover assigned reading material, and can be worked on throughout the semester.

Final Exam

Students will complete a final exam. The exam will be comprehensive and will cover lectures, assigned reading material book reading, and all assignments over summer 1 and summer 2. The date of the exam is August 4th, you will be expected to correct any deficiencies.

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

Deadline to file for August graduation: July 7th.

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

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

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 an online 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 online classes can be accessed from any computer in the world that 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](#). Click here to enter text.

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) exists 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](#).

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 MSU TEXAS 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](#)

References/Scientifically-Based Research/Additional Readings:

Alt, M., Gray, S., Hogan, T. P., Schlesinger, N., & Cowan, N. (2019). Spoken word learning differences among children with dyslexia, concomitant dyslexia and developmental language disorder, and typical development. *Language, speech, and hearing services in schools, 50*(4), 540-561.

Adeyemi, T. O. (2011). The effective use of standard scores for research in educational management. *Research Journal of Mathematics and Statistics, 3*(3), 91-96.

Archibald, L. M., & Harder Griebeling, K. (2016). Rethinking the connection between working memory and language impairment. *International Journal of Language & Communication Disorders, 51*(3), 252-264.

Barnes, M.A., Clemens, N.H., Fall, A.M., Roberts, G., Klein, A., Starkey, P., MCCandliss, B., Zucker, T., & Flynn, K. (2020). Cognitive predictors of difficulties in math and reading in pre-kindergarten children at high risk for learning disabilities, *Journal of Educational Psychology, 112* (4).

Breaux, K,C. (2010). Wechsler Individual Achievement Test–Third Edition: Technical Manual. NCS Pearson. Inc., Bloomington.

Chow, J. C., Walters, S., & Hollo, A. (2020). Supporting Students With Co-Occurring Language and Behavioral Deficits in the Classroom. *TEACHING Exceptional Children, 52*(4), 222-230.

Code of Federal Regulations

Cross, A. M., Joannis, M. F., & Archibald, L. M. (2019). Mathematical abilities in children with developmental language disorder. *Language, Speech, and Hearing Services in Schools, 50*(1), 150-163.

Decker, Hale, & Flanagan, D. (2013). Professional practice issues in the assessment of cognitive functioning for educational applications. *Psychology in the Schools, 50*. 10.1002/pits.21675.

- Doggett, R. A., Edwards, R. P., Moore, J. W., Tingstrom, D. H., & Wilczynski, S. M. (2001). An approach to functional assessment in general education classroom settings. *School Psychology Review, 30*(3), 313-328.
- Dufrene, B. A., Kazmerski, J. S., & Labrot, Z. (2017). The current status of indirect functional assessment instruments. *Psychology in the Schools, 54*(4), 331-350.
- Eckert, T. L., Martens, B. K., & DiGennaro, F. D. (2005). Describing antecedent-behavior-consequence relations using conditional probabilities and the general operant contingency space: A preliminary investigation. *School Psychology Review, 34*(4), 520-528.
- Flanagan, D.P., & Schneider, J. L. (2016). Cross-Battery Assessment? XBA PSW? A case of mistaken identity: A commentary on Kranzler and colleagues' "Classification agreement analysis of Cross-Battery Assessment in the identification of specific learning disorders in children and youth", *International Journal of School & Educational Psychology, 4*(3), 137-145.
- Fletcher, J. M., & Miciak, J. (2017). Comprehensive cognitive assessments are not necessary for the identification and treatment of learning disabilities. *Archives of Clinical Neuropsychology, 32*(1), 2-7.
- Fletcher, J. M., & Miciak, J. (2019). *The identification of specific learning disabilities: A summary of research on best practices*. Austin, TX: Texas Center for Learning Disabilities.
- Fuchs, D., Hale, J. B., & Kearns, D. M. (2011). On the Importance of a Cognitive Processing Perspective: An Introduction. *Journal of Learning Disabilities, 44*(2), 99-104.
- Gresham, F. M., & Vellutino, F. R. (2010). What is the role of intelligence in the identification of specific learning disabilities? Issues and clarifications. *Learning Disabilities Research & Practice, 25*(4), 194-206.
- Hale, J., Alfonso, V., Berninger, V., Bracken, B., Christo, C., Clark, E., ...Schultz, E.K. (2010). Critical Issues in response-to-intervention, comprehensive evaluation, and specific learning disabilities identification and intervention: An expert white paper consensus. *Learning Disabilities Quarterly, 33*, 223-236.
- Jaffe, L. E. (2009). Development, interpretation, and application of the W score and the relative proficiency index (Woodcock-Johnson III Assessment Service Bulletin No. 11). *Rolling Meadows, IL: Riverside Publishing*.

- Katz, L. J., & Slomka, G. T. (2000). Achievement testing. *Handbook of psychological assessment*, 149-182.
- Kaufman, A.S., & Kaufman, N.L. (with Breaux, K.C.). (2014). Administration manual. *Kaufman test of educational achievement, third edition*. Bloomington, MN: NCS Pearson.
- Keenan, L., Conroy, S., O'Sullivan, A., & Downes, M. (2019). Executive functioning in the classroom: primary school teachers' experiences of neuropsychological issues and reports. *Teaching & Teacher Education*, 86,N.PAG.
- Kranzler, J. H., Gilbert, K., Robert, C. R., Floyd, R. G., & Benson, N. F. (2019). Further Examination of a Critical Assumption Underlying the Dual-Discrepancy/Consistency Approach to Specific Learning Disability Identification. *School Psychology Review*, 48(3), 207-221.
- Lee, K., Swee, NG, & Bull, R. (2018). Learning and solving algebra word problems: The roles of relational skills, arithmetic, and executive functioning. *Developmental Psychology*, 54, (9), 1758-1772.
- Lewis, T. J., Hatton, H. L., Jorgenson, C., & Maynard, D. (2017). What beginning special educators need to know about conducting functional behavioral assessments. *Teaching Exceptional Children*, 49(4), 231-238.
- Malanchini, M., Engelhardt, L. E., Grotzinger, A. D., Harden, K. P., & Tucker- Drob, E. M. (2019). "Same but different": Associations between multiple aspects of self-regulation, cognition, and academic abilities. *Journal of personality and social psychology*, 117(6), 1164.
- Mather, N., & Gregg, N. (2006). Specific learning disabilities: Clarifying, not eliminating, aconstruct. *Professional Psychology: Research & Practice*, 37(1), 99-106.
- McGill, R. J. & Busse, R. T. (2016). When theory trumps science: A critique of the PSW model for SLD identification. *Contemporary School Psychology*, 21(1), 10-18.
- Miciak, J., Taylor, W. P., Denton, C. A., & Fletcher, J. M. (2015). The effects of achievement test selection on identification of learning disabilities within a pattern of strengths and weaknesses framework. *School Psychology Quarterly*, 30(3). 321-334.
- Peterson, R. L., Boada, R., McGrath, L. M., Willcutt, E. G., Olson, R. K., & Pennington, B. F. (2017). Cognitive prediction of reading, math, and attention: Shared and unique influences. *Journal of learning disabilities*, 50(4), 408-421.

- Phillips, S. E., & Clarizio, H. F. (1988). Limitations of standard scores in individual achievement testing. *Educational Measurement: Issues and Practice*, 7(1), 8-15.
- Potocki, A., Sanchez, M., Ecalle, J., & Magnan, A. (2017). Linguistic and cognitive profiles of 8-to 15-year-old children with specific reading comprehension difficulties: The role of executive functions. *Journal of Learning Disabilities*, 50(2), 128-142.
- Schneider, W. J., & Kaufman, A. S. (2017). Let's not do away with comprehensive cognitive assessments just yet. *Archives of Clinical Neuropsychology*, 32(1), 8-20.
- Schrank, F. A., Mather, N., & McGrew, K. S. (2014). Technical Manual: Woodcock-Johnson IV. Itasca, IL: Riverside Publishing.
- Schultz, E.K., & Stephens-Pisecco, T.L. (2018). Using the Core-Selective Evaluation Process to identify a PSW: Integrating Research, Practice, and Policy, *Special Education Research, Policy & Practice*, Fall 2018
- Simonsen, B., Freeman, J., Swain-Bradway, J., George, H.P., Putnam, R., Lane, K.L. Sprague, J., & Hershfeldt, P. (2019). Using data to support educators' implementation of positive classroom behavior support (PCBS) practices. *Education & Treatment of Children*, 42 (2), 265-289.
- Stuebing, K. K., Fletcher, J. M., Branum-Martin, L., Francis, D. J., & VanDerHeyden, A. (2012). Evaluation of the technical adequacy of three methods for identifying specific learning disabilities based on cognitive discrepancies. *School Psychology Review*, 41(1), 3-22.
- Taylor, W. P., Miciak, J., Fletcher, J. M., & Francis, D. J. (2017). Cognitive discrepancy models for specific learning disabilities identification: Simulations of psychometric limitations. *Psychological assessment*, 29(4), 446.
- Van den Broeck, W. (2002). The misconception of the regression-based discrepancy operationalization in the definition and research of learning disabilities. *Journal of Learning Disabilities*, 35(3), 194-204.
- Wechsler, D. (2014). WISC-V: Technical and Interpretive Manual: NCS Pearson. Inc., Bloomington.
- Whittaker, M, & Ortiz, S.O. (2020). *What a specific learning disability is not: examining exclusionary factors* [White paper]. New York, NY: National Center for Learning Disabilities.

Woodcock, R.W., Miller, D.C., Maricle, D., & McGill, R.J. (2017). Evidence-Based Selective Assessments for Academic Disorders. School Neuropsych Press: Middletown, MD.

Wiig, E.H., Semel, E., & Secord, W.A. (2013). Clinical Evaluation of Language Fundamentals: Examiner's Manual: NCS Pearson. Inc., Bloomington.
Appendix A: Standards/Competencies/Assignment Alignment

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Explain the evaluation process.	I, 001	Exam, Lectures, Assessments, Constructed Response
Understand ethical and professional practices, roles, and responsibilities of a diagnostician.	II, 002, 007	Exam, Lectures, Assessments, Constructed Response
Critically examine collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	III, 006	Exam, Lectures, Assessments,
Understand student assessment and evaluation, program planning, and instructional decision making.	IV, 002, 004, 005	Exam, Lectures, Assessments,
Know eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	V, 001, 002, 007, 008	Exam, Lectures, Assessments, Constructed Response
Select, administer, and interpret appropriate formal and informal assessments and evaluations.	VI, 002, 007	Exam, Lectures, Assessments, Constructed Response
Examine of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.	VII, 001,002,003, 004,005,006	Exam, Lectures, Assessments, Constructed Response
Know skills necessary for scheduling, time management, and organization.	VIII, 006	Exam, Lectures, Assessments,
Synthesize students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	IX, 002, 005	Exam, Lectures, Assessments,

Knows appropriate curricula and instructional strategies for individuals with disabilities.	X, 004, 005	Exam, Lectures, Assessments, Constructed Response
---------------------------------------------------------------------------------------------	-------------	---------------------------------------------------

Appendix B:
Standards/Competencies

[Educational Diagnostician Standards](#)

Educational Diagnostician Standard I

The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

Educational Diagnostician Standard II

The educational diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities.

Educational Diagnostician Standard III

The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies and related service personnel.

Educational Diagnostician Standard IV

The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making

Educational Diagnostician Standard V

The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Educational Diagnostician Standard VI

The educational diagnostician selects, administers and interprets appropriate formal and informal assessments and evaluations.

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.