



Course Syllabus: Practicum in Special Education

College of Education

SPED 6943 Section-X11

Fall Semester: August 24 – Dec 12, 2026

Contact Information

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Course Description

Field experience (**160 hours**) in a special educational setting specific to the candidate's career goals under the supervision of experienced personnel.

Required for students seeking Texas educational diagnostician certification. May be repeated for credit.

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.

See Appendix A for a complete list of standards/competencies

Dispositions Students 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*

See Appendix A for a complete list of standards/competencies and Appendix B for assignment/standards.

Textbook & Instructional Materials

No text required.

Student Handbook

Refer to: [Student Handbook](#)

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](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Points allocated to each assignment

Assignment	Details	Points
Site Supervisor Paperwork	Documents uploaded to Tk 20	50
Child Protection Training	1 Certificate	50
Full Individual Evaluation	2 FIEs (100 points each)	200
Formal Observations/Reflection	3 Observations and Reflection form (100 points each)	300
Informal Observations	3 Observations (50 points each)	150
Interactive Practice Exam	Score Report from Certify Teacher	100
Time Log	Completed and Approved Log	100
Practicum Evaluation	Completed by Mentor/University Professor/Mentee	50
Total		1000

Table 2: Total points for final grade.

Grade	Points
A	900
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Assignments

Students are expected to demonstrate professional writing standards in all written work, including activities completed with a mentor, whether or not the work is submitted for a grade. Confidentiality will be respected at all times. Reports will be written in the format of your district or the district that your site supervisor is associated with.

This course will have some core requirements with options. You will work independently on completing your time log. I have given you some due dates to keep you on track and keep you from waiting until the last minute to complete assignments.

Site Supervisor Paperwork

The first step in your practicum process is for us to collaboratively choose a site supervisor/mentor for your practicum experiences. It is important that you choose a site supervisor/mentor that you will work well with and can provide you with the guidance necessary to promote learning in your field. The minimum requirements for the site supervisor/mentor are:

1. Current Certification in the Candidate's Field
2. Minimum of 3 Years' Experience in the Candidate's Field

Once you have determined who you would like to serve as your site supervisor/mentor, you should contact them and ask if they would be willing to do so. Then, you will complete the attached form and turn them into TK20 as directed. **Submit the site supervisor educator certificate, service record, site supervisor qualification form, and site supervisor training form through the TK20.**

Child Protection Training

All MSU students and faculty working or volunteering in a program where they have contact with minors, either on or off campus, must complete the [Child Protection Training](#) through the HR website. This training is to satisfy the State of Texas requirements for youth protection on/off campus involvement of minors. Upon completion, students will receive a certificate, which will be uploaded for credit.

Interactive Practice Exam

Students will complete an interactive practice exam designed to stimulate their testing experience for the certification exam. Information on accessing the practice exam will be posted to D2L. The exam must be completed and your score report uploaded into D2L for a grade. It is also a program requirement that this is completed and passed (score of 80% or better in each domain) before the student will be released to take their certification exam. A link will be sent to you to request an account. If you have any questions on certify teacher account email Rivier Addams (collegeofed@msutexas.edu), the Accreditation Specialist. Rivier will initiate the access request on your behalf. Once your account is set up, you will receive a confirmation email containing your login credentials, copying River. If you haven't received the confirmation email within a reasonable timeframe, please contact Rivier directly; to investigate further. Additional information about requesting an account: [MSUTX Certify Teacher FAQ](#)

Full Individual Evaluation

Students will complete **two** full individual evaluation reports, under supervision of their mentor. As allowed, they will administer, score, interpret, and write an assessment report according to the district you are working in. A copy of the full reports will be uploaded into D2L. Replace the student's name with a made-up name.

Observation

During the practicum semester, candidates will complete **three formal observations**. You will also complete **3 Informal observations** with me during the semester. Informal observations will be based on the **Educational Diagnostician Standards** and will assess your demonstration of the knowledge, skills, and professional practices expected of an educational diagnostician.

Each formal observation must be at least **45 minutes in length** and must be recorded and submitted to the university supervisor. The observations are designed as a connected sequence that reflects major responsibilities of the educational diagnostician:

1. **Reviewing and analyzing student information**
2. **Communicating evaluation findings and recommendations**
3. **Using evaluation information to support ARD/IEP planning and educational decision making**

The university supervisor will consider the quality, accuracy, consistency, independence, and appropriateness of the candidate's performance when assigning an overall rating for each applicable standard on the Educational Diagnostician Practicum Observation Form. Observation forms will be emailed to you. You are to print, sign, and upload this form into D2L/TK20 by the due date. Your site supervisor's signature is required.

You will also complete 3 reflection (no less than 300 words) demonstrating reflective practice) and it will be uploaded with the signed Formal observation forms. **No reflection forms are required for informal observations.** To receive credit for this course, these documents must be signed by you and your mentor and uploaded to **TK20 and D2L** by the assigned due date. No exceptions will be given.

Time Log

A time log of activities you complete to address each educational diagnostician standard must be kept in this course. The link for logging your hours is posted in the "Time Logs" folder in D2L. You will also find a file with step-by-step instructions in that folder. In order to receive credit for this course, all required hours must be uploaded into TK20 and approved by your mentor by the due date. No exceptions will be given. This semester, you have a requirement of 160 hours. You will need to document everything you do. Any assessments can be counted towards your 160 hours. Make sure you document everything you do. For example, if you spent 1 hour collaborating with a parent, document it. You will need to document start and stop times for each activity (ex. 2:00-3:00pm). You will not be able to document overlapping times. Make sure you are meeting each standard in your portfolio. As you progress through each course, you may see areas that you have not addresses or met and will need to spend some time working on these particular areas. You do have to address every standard by the end of Practicum. You may choose to keep a log then enter hours through the TK20 link or you can log each activity after it occurs. It is up to you; just make sure you are meeting the required hours and have met each standard by the end of your Practicum course.

Activity Suggestions:

1. Administer, score, and interpret additional assessments beyond what is required.
2. Observe a diagnostician go through the process of data analysis of eligibility decisions.
3. Attend ARDS where the diagnostician goes over testing and MDRs.
4. Ask if you can go through a few folders of students who did not qualify for special education and find out why and the thought process behind it.
5. Ask to review any assessments that were bilingual or had some other special circumstance.
6. Administer, score, and interpret, brief report additional assessments to "non students." You may either use kits at your school or let me know and I will send you kits of tests that you have not used if I have them available.
7. If you attend a professional development at an ESC that meets the standards, you may use some of those hours.

Note: You are responsible for asking your field supervisor/mentor to approve your time log hours **BEFORE** the due date. Log your hours as you go or weekly.

If all 160 hours are not approved before the due date, you will not receive credit for the course.

Reminder - You must have **160 hours total** and hours that address every standard by the end of this semester in order to get credit for the course.

Practicum Evaluation Rubric/Binder

A final practicum evaluation will be completed at the end of the semester. This is an opportunity to reflect on strengths and weaknesses by the student and get explicit feedback from the professor and site supervisor.

*Please refer to the handbook for information on practicum evaluations that result in a candidate not to be recommended for certification. **Students MUST be recommended by the university and site supervisor** in order to receive a recommendation for certification.

Extra Credit

Extra credit assignments will not be given for 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. A **25% deduction will be applied to assignments submitted late without an approved documented emergency.**

Important Dates

- Last day for term schedule changes: January 23, 2026. Check date on [Academic Calendar](#).
- Deadline to file for graduation: September 21, 2026. Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" November 1, 2026. Check date on [Academic Calendar](#).
- 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 required to meet with their professor for pre-observation meetings. Students are also required to meet with their mentor for practicum-related meetings. 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 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](#).

Instructor Class Policies

All students must schedule a pre-observation meeting with the professor before starting Observations 1–3. This required meeting will be used to discuss your observation activities.

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 Student Wellness Center, (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 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

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

Course Schedule:

Activity	Notes	Due Date
Class Zoom	5:30pm on Zoom meeting.	08/24/2026
All site supervisor/mentor forms due to TK20	You must submit ALL site supervisor/mentor paperwork to begin this course. Submit them to TK20 and D2L for a grade	08/24/2026 11:59 pm
Child Protection Training	Child Protection Training	08/31/2026

	Complete the Child Protection Training and submit the certificate of completion to D2L.	11:59 pm
Practice Exam Access	Send in a request for Certify Teacher Account practice exam to Riviere Addams Certify Teacher Account Request	
Practicum Observation and Reflection #1	Upload your observation videos to D2L one week earlier before the due dates. Please ensure that your completed Observation and Reflection forms are signed and uploaded to TK 20 and D2L.	9/12/2026 11:59 pm
Practicum Informal Observation #1	Informal Observation of your ability to master one of the educational diagnostician standards.	9/26/2026 11:59 pm
FIE 1	Please complete your first full individual evaluation and upload it to D2L.	10/6/2026 11:59 pm
Practicum Observation and Reflection #2	Upload your observation videos to D2L one week earlier before the due dates. Please ensure that your completed Observation form and Reflection forms are signed and uploaded to TK 20 and D2L.	10/10/2026 11:59 pm
Practicum Informal Observation #2	Informal Observation of your ability to master one of the educational diagnostician standards.	10/17/2026 11:59 pm
Practicum Observation and Reflection #3	Upload your observation videos to D2L one week earlier before the due dates. Please ensure that your completed Observation form and Reflection forms are signed and uploaded to TK 20 and D2L.	11/14/2026 11:59 pm
Practicum Informal Observation #3	Informal Observation of your ability to master one of the educational diagnostician standards.	11/28/2026 11:59 pm
FIE 2	Please complete your second full individual evaluation and upload it to D2L.	12/3/2026 11:59 pm
Interactive Practice Exam Scores Due	Uploaded through D2L link provided.	12/6/2026

Time Log completed and approved by mentor.	Uploaded to TK20 – Link sent to mentors via email. I will contact you if your mentor has not completed this.	12/6/2026 11:59 pm
Practicum Evaluation Rubric	Mentor/University Professor must complete the evaluation; Link will be sent directly to your mentor via their email on file. Complete your portion of the evaluation form	12/6/2026 11:59 pm

***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:

Goode, F. (2022). What About Me?: Recognizing and Building on Each Child's Strengths. In Understanding Parent Experiences and Supporting Autistic Children in the K-12 School System (pp. 57-72). IGI Global.

Gomez, M., Blackwell, W. H., Cole, C. V., & Young, C. (2020). Examining the Preparedness of Educational Diagnosticians in Texas. Journal of Human Services: Training, Research, and Practice, 6(1), 6.

Alfonso, V. C., & Flanagan, D. P. (2018). Essentials of specific learning disability identification (2nd ed.). Hoboken, NJ: John Wiley & Sons.

McLeskey, J., Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability and Reform. (2017). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children.

Sattler, J. M. (2008). Assessment of children: Cognitive foundations (p. 796). San Diego, CA: JM Sattler.

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Explain the evaluation process.	Competency I, 001 TAC 239.83 Standard VII	Practicum Experiences Assessments, Practice Exam
Understand ethical and professional practices, roles, and responsibilities of a diagnostician.	Competency II, 002, 007 TAC 239.83 Standard VII	Practicum Experiences Assessments, Practice Exam Educator and Student Expectations
Critically examine collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	Competency III, 006 TAC 239.83 Standard VI, VII	Practicum Experiences Assessments, Practice Exam Educator and Student Expectations
Understand student assessment and evaluation, program planning, and instructional decision making.	Competency IV, 002, 004, 005 TAC 239.83 Standard I	Practicum Experiences Assessments, Practice Exam
Know eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	Competency V, 001, 002, 007, 008 TAC 239.83 Standard I	Practicum Experiences Assessments, Practice Exam
Select, administer, and interpret appropriate formal and informal assessments and evaluations.	Competency VI, 002, 007 TAC 239.83 Standard II, III, VIII	Practicum Experiences Assessments, Practice Exam

Examine of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.	Competency VII, 001,002,003, 004,005,006 TAC 239.83 Standard IV	Practicum Experiences Assessments, Practice Exam Educator and Student expectations
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Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Know skills necessary for scheduling, time management, and organization.	Competency VIII, 006 TAC 239.83 Standard II, III	Practicum Experiences Assessments, Practice Exam
Synthesize students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	Competency IX, 002, 005 TAC 239.83 Standard IV	Practicum Experiences Assessments, Practice Exam
Knows appropriate curricula and instructional strategies for individuals with disabilities.	Competency X, 004, 005 TAC 239.83 Standard IV	Practicum Experiences Assessments, Practice Exam

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 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.

Educator and Student Expectations

- The educational leader should set high expectations for teachers and coach teachers to set high expectations for their students.