

SPED: 6283 Practicum in Special Education for Non-Texas Certification Majors
Gordon T. & Ellen West College of Education
X20, X21
Midwestern State University

Contact Information:

Instructor: Dr. Emily Smith

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

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Course/Catalog Description Prerequisite(s): Field experience (180 hours) in a special education setting specific to the candidate’s career goals under the supervision of experienced personnel. This course may not be used for Texas educational diagnostic certification. May be repeated for credit.

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.

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

Instructor Response Policy

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

Student Handbook

Refer to: [Student Handbook-2020-21](#)

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual’s to whom credit is given).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](#)

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. Students will be prepared for their students and attend camp each day.

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 weeks to complete your assignments; therefore, no late work will be accepted.

Grading Procedures

Table 1: Assignments, details, and points

Assignment	Details	Points
Site Supervisor Paperwork	3 Documents	15
Child Protection Training	1 Certificate	10
Interactive Practice Exam	Completed Exam	100
Full Individual Evaluation	2 FIEs (50 points each)	100
Observations	3 Observations (75 points each)	225
Time Log	Completed and Approved Log	100
Practicum Evaluation	Completed by Mentor	50
Total		600

Table 2: Grade and points

Grade	Points
A	600-540
B	539-480
C	479-420
D	419-360
F	359 and below

Important Dates

Date	Activity	Notes
01/17/2023	All site supervisor/mentor forms due in TK20	**You cannot receive credit for this course without this paperwork along with all course assignments.
01/23/2023	Class Zoom	6:00pm Zoom Meeting
01/30/2023	Practice Exam Access Child Protection Training	Send in the practice exam request form to Leslie Crosley (leslie.crosley@msutexas.edu) Upload through D2L link provided
02/06/2023	Mentor Training Due 1 st Observation	Sent to mentors via email. I will contact you if your mentor has not completed this. Observations will be conducted this week.
03/13/2023	No Classes	Spring Break
03/20/2023	2 nd Observation	Observations will be conducted this week.

Date	Activity	Notes
04/10/2023	FIE 1	Uploaded through D2L Links Provided
04/17/2023	3rd Observation	Observations will be conducted this week.
04/24/2023	FIE 2	Uploaded through D2L Links Provided
05/01/2023	Observations Complete and signed forms uploaded into TK20	Uploaded through D2L Links Provided
05/10/2023*	Time Log Complete and Approved by Mentor	Uploaded to TK20 – Link Sent to mentors via email. I will contact you if your mentor has not completed this.
	Interactive Practice Exam Scores Due	Uploaded through D2L Link Provided.
	Practicum Evaluation Due	Mentor must complete the evaluation, will be sent directly to them via email.

*** Please note that this is a short week and all assignments are due by midnight on 05/10.**

Assignments

All written work should be written in a professional manner, even if it is something you complete with your mentor and do not submit 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 documentation emailed to you and upload that documentation into 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 Module](#) 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.

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 with any identifying information blacked out.

Observation

You will have three observations with me during the semester. This will occur virtually and will be scheduled on an individual basis through an agreed upon meeting platform. The meeting will be at least 45 minutes in length. This meeting will be an observation of your ability to master one of the educational diagnostician standards. Observation forms will be emailed to you. You are to print, sign, and upload this form into D2L by the due date. A one-page reflection of the observations will also be uploaded with the signed forms. In order to receive credit for this course, these documents must be signed and uploaded into TK20 by the 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 180 hours. You will need to document everything you do. Any assessments can be counted towards your 180 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. A suggestion for documenting hours is posted in D2L for your review. You do not have to complete this form, it is simply an example. 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.
8. You may count hours you spend studying for the exam- [Test Preparation Materials](#) also the Interactive Practice Exam.

Note: You are responsible for asking your field supervisor/mentor to approve your time log hours **BEFORE** the due date. A help guide for your site supervisor is posted in D2L. You may print or email it to your site supervisor if they have questions about the process. If all 180 hours are not approved before the due date, you will not receive credit for the course.

Reminder - You must have 180 hours total and hours that address every standard by the end of this semester in order to get credit for the course.

Practicum Evaluation

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 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 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 20th

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-2019-20](#)

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:

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/Assignment Alignment

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	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

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
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 II, III	Practicum Experiences Assessments, Practice Exam Educator and Student Expectations
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 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.

Educator and Student Expectations

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