



Course Syllabus: Vocational/Motor/Tech Assessment
 Gordon T. & Ellen West College of Education
 SPED 6633: X31
 Summer I 2024

Contact Information

Instructor: Dr. Edward schultz
 Office: Bridwell 310
 Office hours: By appointment for summer 2024
 Office phone: (940) 397-6203
 E-mail: edward.schultz@msutexas.edu
 Zoom: <https://msutexas-edu.zoom.us/j/4982114111>

Instructor Response Policy

I will respond to emails within 24 hours unless it is the weekend or holiday. If you send an email during the weekend or holiday, I will respond no later than the first business day after the weekend or holiday.

Textbook & Instructional Materials

Sattler. J.M. (2022) Foundations of behavioral, social, and clinical assessment of children, (7th Ed). Sattler. ISBN 9780986149986

Course Description

Demonstration of competence in administration, scoring, and interpreting vocational, motor skills, and assistive technology assessments, and knowing when referrals are appropriate.

Course Objectives/Learning Outcomes/Course Competencies

Objectives

Demonstration of competence in administration, scoring, and interpreting vocational, motor skills, and assistive technology assessments, and knowing when referrals are appropriate.

Dispositions The special education faculty expects candidates to be reflective, culturally sensitive practitioners and leaders in the profession of education who practice within the Code of Ethics adopted by the CEC.

ï Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

- ï Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- ï Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, candidates, or research subjects.
- ï Special education professionals exercise objective professional judgment in the practice of their profession.
- ï Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- ï Special education professionals work within the standards and policies of their profession.
- ï Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- ï Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.
- ï The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.

Conceptual Framework Overview

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

- ï Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings.
- ï Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development.
- ï Diverse Learners - GWCOE recognize the value and challenges of individual differences:
- ï Reflection - GWCOE engage in individual and group reflection to improve practice.
- ï Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.
- ï Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- ï Professional Development - GWCOE actively engage in continuous learning and professional development.
- ï Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.
- ï Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.
- ï Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.
- ï Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

Competencies/Standards:

TEA: <http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/ch239c.html>

Domain I—Identification and Assessment

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

The beginning educational diagnostician:

ï 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.

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.

The beginning educational diagnostician:

ï 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.

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

ï 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 Initial Evaluation (FIIE).

The beginning educational diagnostician:

ï Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data. Uses assessment and evaluation information to assist in identifying.

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.

The beginning educational diagnostician:

- ï Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
- ï Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
- ï 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.

The beginning educational diagnostician:

- ï 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.
- ï Applies skills for evaluating and interpreting information derived from formal and informal instruments and procedures in the areas of cognitive ability, adaptive behavior, and academic skills.

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.

The beginning educational diagnostician:

- ï Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).
- ï 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.
- ï 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.
- ï 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.

The beginning educational diagnostician:

- ï 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 The Instructor reserves the right to modify the course content and sequence.
- ï 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.
- ï Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.

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.

The beginning educational diagnostician:

- ï 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. Knows the organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.
- ï Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

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](#)

Grading/Assessment

Assessment Candidate performance of knowledge and skills listed above will be formally assessed by grading rubrics, written products, multiple choice/short answer tests, and discussions.

You will find the Modules on the homepage with detailed instructions inside the folder for each (You are encouraged to preview all of your assignments to manage your time most effectively. All activities can be completed independently with the exception of some of the components the Adaptive Behavior Module and Transition Module (you will need test subjects). Collaboration is encouraged; however, make sure that each person's work is original.

Table 1: Points allocated to each assignment

Assignments	Due Date	Points
Discussion 1: Self Introduction	6/4	10
Transition Module		
Transition Assessments Course (TEA) Certificate	6/12	100
Transition Assessment Report	6/12	50
Quiz 1	6/16	100
Assistive Technology Module		
IRIS Module - AT: An Overview	6/19	50
Multiple Choice Questions	6/19	50
Quiz 2	6/23	100
Adaptive Behavior Module		
Adaptive Behavior Module Part 1	6/26	50
Adaptive Behavior Module Part 2 - ABAS-3 Report	6/26	50
Quiz 3	6/30	100
Low Incidence Disabilities Exam	7/5	100
Total Points		760

Table 2: Total points for final grade.

Grade	Points
A	681 - 760

Grade	Points
B	605 - 680
C	529 - 604
D	455 - 528
F	Less than 455

Homework

This is an online course and it in modules, therefore all work is expected to be completed and turned in by each module due date.

Quizzes

There are 3 quizzes covering the chapters in the assigned textbook. The quizzes are open book. The quiz questions are available before you begin the quiz so that as you read the text you can answer the questions from the quiz. Please note, there are specific due dates for each quiz.

Exams

The exam for this course is the Low-Incidence Disabilities Exam. It is worth 100 points and is due on the last day of the semester.

Projects Required

There are projects/activities in each of the modules: Transition, Assistive Technology and Adaptive Behavior. Each of the projects/activities are critical in ensuring the student learns the information in this course.

Mid-Term Exam

There is no midterm exam in this course.

Final Exam

There is no final exam in this course.

Extra Credit

There is no extra credit offered in this course. Students are expected to complete the work as assigned by the due date given.

Late Work

The official policy for this class is that NO late work is accepted. However, I do understand that life events can throw you a curve ball. Therefore, if you see that you will be having difficulty turning your work in by the deadline, you MUST contact me and I will determine what extension will be provided.

Make Up Work/Tests

Make up work is determined on a case-by-case basis.

Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).
Deadline to file for graduation: June 24, 2024

Last Day to drop with a grade of "W:" June 26, 2024.

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

This course is an online course. Students must login to the D2L site for this class at least 2 times each week.

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](#).

Inclement Weather

This is an online class, so inclement weather will not alter due dates.

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](#).

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 prohibit 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 as 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 [Safety / Emergency Procedures](#). 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](#)

Notice

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

Course Schedule:

	Zoom Meetings	Assignments/Quizzes Due
Week 1 June 3rd	June 5, 9-11 Course Introduction	6/4 - Self-Introduction in Discussions on D2L
Week 2 June 10	n/a	6/12 - Transition Assessments Course (TEA) Certificate 6/12 - Transition Assessment Report 6/16 - Quiz 1
Week 3 June 17	June 13, 9-12 Mrs. Crutcher	6/19 - IRIS Module AT 6/19 - Multiple Choice Questions 6/23 - Quiz 2
Week 4 June 24	June 24, 9-12 Dr. Schultz	6/26 - Adaptive Behavior Module part 1 & 2 6/30 - Quiz 3
Week 5 Jul 1	n/a	7/5 - Low Incidence Disabilities Exam

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
<p><i>Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.</i></p>	<p>Domain I—Identification and Assessment</p> <p>Competency 001 (Identification for Special Education Evaluation and Services): The Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.</p> <p>The beginning educational diagnostician:</p> <p style="padding-left: 40px;">B. 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.</p>
<p>Demonstration of competence in administration, scoring, and interpreting vocational, motor skills, and</p>	<p>Domain II—Assessment and Evaluation</p> <p>Competency 003</p> <p>The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making.</p> <p>The beginning educational diagnostician:</p>

Course Objectives or Student Learning Outcomes	Standard or Competency
<p>assistive technology assessments, and knowing when referrals are appropriate.</p>	<ul style="list-style-type: none"> ï Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services. ï Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings. ï Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions, and support ongoing review. <p>Competency 004 The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations. The beginning educational diagnostician:</p> <ul style="list-style-type: none"> ï Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation. ï Demonstrates knowledge of standards for test norming, reliability, and validity; procedures used in standardizing instruments; and sources of measurement error. ï Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities). ï Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).
<p><i>Apply knowledge of professional</i></p>	<p>Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and</p>

Course Objectives or Student Learning Outcomes	Standard or Competency
<p><i>practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.</i></p>	<p>responsibilities and the legal and ethical foundations of evaluation related to special education.</p> <p>The beginning educational diagnostician:</p> <ul style="list-style-type: none"> ï 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 <i>The Instructor reserves the right to modify the course content and sequence.</i> ï 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. ï Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs. <p>expectations for social behavior, social skills curricula, and cognitive behavioral strategies.</p>
<p><i>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</i></p>	<p>Domain IV—Analysis and Response</p> <p>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.</p> <p>The beginning educational diagnostician:</p> <ul style="list-style-type: none"> ï 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,

Course Objectives or Student Learning Outcomes	Standard or Competency
<i>educational needs.</i>	<p>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. Knows the organizations and publications relevant to the field of educational diagnosis, and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.</p> <p>Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.</p>

Appendix B:

Assignment/Module/ Course Activities	Standard or Competency
<ul style="list-style-type: none"> ï Final Exam-Low Incidence Exam ï Adaptive Behavior Module ï Lecture Notes 	<p>Domain I—Identification and Assessment</p> <p>Competency 001 (Identification for Special Education Evaluation and Services): The Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.</p> <p>The beginning educational diagnostician:</p> <ul style="list-style-type: none"> C. 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.
<p>Module 2:</p> <ul style="list-style-type: none"> ï Final-Low Incidence Exam 	<p>Domain II—Assessment and Evaluation</p> <p>Competency 003</p>

Assignment/Module/ Course Activities	Standard or Competency
<ul style="list-style-type: none"> ï Transition Assessment ï Lecture notes ï Book outline 	<p>The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making.</p> <p>The beginning educational diagnostician:</p> <ul style="list-style-type: none"> ï Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services. ï Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings. ï Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions, and support ongoing review. <p>Competency 004</p> <p>The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.</p> <p>The beginning educational diagnostician:</p> <ul style="list-style-type: none"> ï Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation. ï Demonstrates knowledge of standards for test norming, reliability, and validity; procedures used in standardizing instruments; and sources of measurement error. ï Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities). ï Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).
<p>Module 3:</p> <ul style="list-style-type: none"> ï Lecture notes 	<p>Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical</p>

Assignment/Module/ Course Activities	Standard or Competency
<ul style="list-style-type: none"> ï Low Incidence Exam ï Final Exam 	<p>foundations of evaluation related to special education.</p> <p>The beginning educational diagnostician:</p> <ul style="list-style-type: none"> ï 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 ï 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. ï Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs. <p>expectations for social behavior, social skills curricula, and cognitive behavioral strategies.</p>
<ul style="list-style-type: none"> ï Adaptive Behavior Module ï Transition Assessment ï Lecture Notes 	<p>Domain IV—Analysis and Response</p> <p>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.</p> <p>The beginning educational diagnostician:</p> <ul style="list-style-type: none"> ï 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

Assignment/Module/ Course Activities	Standard or Competency
	<p>and needs, including the presence or absence of a disability according to state and federal eligibility criteria. Knows the organizations and publications relevant to the field of educational diagnosis, and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.</p> <p>Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.</p> <p>Include:</p> <p>Classroom Management Skills: Ensure that classroom implications are stated as action statements so the general teacher can include the IEP in their classroom management plan.</p>

Appendix C
Standards-TEES Educational Diagnostician (253)

Standard I:

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

Standard II:

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

Standard III:

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

Standard IV

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

Standard V

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

Standard VI

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

Standard VII:

The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII:

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

Standard IX:

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

Standard X:

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

References/Scientifically-Based Research/Additional Readings:

Beigel, A.R. (2000). Assistive technology assessment: More than the device. *Intervention in School and Clinic, 35*, 237-243.

Council for Exceptional Children (2004). No Child Left Behind Act of 2001: Reauthorization of the Elementary and Secondary Education Act: A technical assistance resource. Arlington, VA: Author. Available <http://www.cec.sped.org/pp/OverviewNCLB.pdf>.

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Fletcher, J.M., Coulter, W.A., Reschly, D.J., & Vaughn, S. (2004). Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. *Annals of Dyslexia, 54*, 304-331.

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Mastropieri, M.A., & Scruggs, T.E. (2005). Feasibility and consequences of response to intervention: Examination of the issues and scientific evidence as a model for the identification of individuals with learning disabilities. *Journal of Learning Disabilities, 38*, 525-531.

Parette, P., & McMahon, G.A. (2002). What should we expect of assistive technology? Being sensitive to family goals. *Teaching Exceptional Children, 35*, 56-61.

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