



Gordon T. & Ellen West College of Education

Course Syllabus:

SPED 6633:X10

Vocational, Motor Skills, and Assistive Technology Assessment for TEA

Certification Students

Dr. Edward Schultz

2023 Fall

Independent

Study

Contact Information

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Instructor Response Policy

I will read and respond to your email within 24 hours unless it is the weekend or holidays. If you send me an email during the weekend or a holiday, I will respond to you no later than on 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

Other Readings will be required

Course Description

Vocational, motor skills, and assistive technology assessments.

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:

- 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.

**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

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

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. 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.

expectations for social behavior, social skills curricula, and cognitive behavioral strategies.

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:

- i 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.
- ii 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-2023-24](#)

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.

Grading:

Activities contained in weekly modules will be calculated to yield a final grade. The following percentages will be used to calculate a summative grade for the course. (90- 100=A; 80-89=B, 70-79=C, 65-70=D, Below 65=F)

Table 1: Points allocated to each assignment

Assignments	Points
Lecture Notes (6 lectures)	100
Transition Module (Key Assessment)	100
Assistive Technology Module	100
Adaptive Behavior Module	100
Low-Incidence Assessment (Key Assessment)	100
Midterm Exam	100
Final Exam (summative-book, lectures, activities)	100
Total Points	700

Table 2: Total points for final grade.

Grade	Points
A	630-700
B	560-629
C	490-559
D	420-489
F	Below 420

Week of	Activities	Important dates
8/28	Read Book , AT Module	
9/4	Lecture1	Lecture Notes Due one week after lecture
9/11	Lecture 2, Transition Module	Assistive Technology Module Due 9/15
9/18	Read text	NA
9/25	Read text	NA
10/2	Read text	NA
10/9	Lecture 3	Transition Module Due (10/10)
10/16	Read text	Midterm
10/23	Adaptive behavior Module	NA
10/30	Lecture 4,	NA
11/6	Read text	NA
11/13	Lecture 5 Read text	NA
11/20	Read text	NA
11/27	Low Incidence Exam	Adaptive Behavior Module due (11/26)
12/4	Lecture 6, Read text	NA
12/11	Finals Week	Final Exam

Homework

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

Exams

There are 3 tests in this course, a Midterm, Final Exam (summative) and low-incidence disabilities Exam (Key Assessment). These are each worth 100 points.

Projects Required

The projects for this course are:

1. Low incidence Disabilities Assessment
2. Transition Assessment Case Study
3. Adaptive Behavior Assessment

Each of these projects are critical in ensuring the student learns the information in this course.

Final Exam

The Final Exam is due on Dec 11, 2023 by 11:59 PM. The is a mixture of multiple choice, T/F, Short Answer items. The exam is worth 80 points and is 6% of the grade for 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 by a case-by-case basis.

Important Dates

There is no late registration or change in schedule during the summer.

Deadline to file for Dec graduation: Sept 25

Last Day to drop with a grade of "W:" Oct 30 at 4 PM.

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 and is scheduled for a 4-week timeline. Students must log into the D2L site for this class at least 2 times during each module.

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 me 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) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

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

College Policies

Campus Carry Rules/Policies

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

Smoking/Tobacco Policy

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

Alcohol and Drug Policy

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

Grade Appeal Process

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

Notice

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

Course Schedule:

Domain II—Assessment and Evaluation

Competency 003

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

The beginning educational diagnostician:

- 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.

Competency 004

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

The beginning educational diagnostician:

- 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).

- i Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).

Activities/Assignments:

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> <p style="padding-left: 40px;">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>
<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. 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. 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-TEXES Educational Diagnostician (253)

The Standards

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>.

Deno, S.L. (2003) Developments in curriculum-based measurements. *The Journal of Special Education, 37*, 184-192.

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.

Kavale, K.A. (2005). Identifying specific learning disability: Is responsiveness to intervention the answer? *Journal of Learning Disabilities, 38*, 553-562.

Kavale, K.A., Holdnack, J.A., & Mosert, M.P. (2005). Responsiveness to intervention and the identification of specific learning disability: A critique and alternative proposal. *Learning Disability Quarterly, 28*, 2-16.

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.

Ysseldyke, J. (2001). Reflections on a research career: Generalizations from 25 years of research on assessment and instructional decision making. *Exceptional Children, 67*, 295-309.