Practicum in Diagnostic Evaluation

EPS 555

Spring 2010

Instructors:	Paige Mask, Ph.D. and Tracy Castillo M.Ed
Course Time & Location:	Thursday 5:00 pm - 7:00 pm Room 317
Office:	HSTC Room # 232
Office Hours:	**Monday:** 8:30 -11:30 am & 1:30 - 2:30 pm, **Tuesday:** 8:30 - 11:30 am & 1:30 - 2:30 pm, **Wednesday:** 9:30 - 11:30 am. **Thursday and Friday:** I may be contacted via email through Blackboard or maskp@sfasu.edu.
Office Phone:	(936) 468-1076 Cell Phone (936) 645-0323 Mrs. Castillo's cell phone (936) 676-4327
Credits:	3 semester hours, undergraduate credit
Fax:	(936) 468-5837
Email:	Please use Blackboard course email for communication purposes. The following email address may be used as a secondary source:maskp@sfasu.edu or tcastillo627@hotmail.com
Prerequisites:	EPS 545 and consent of course instructor

I. Course Description:

Supervised experience in administration and interpretation of various psycho-educational instruments resulting in written diagnostic evaluation reports and/or supervised practicum experience providing instruction to children with disabilities.

Additionally, this course enables the candidate to apply academic knowledge and experiences in a supervised 45 hour field experience instructional setting prior to employment as an Educational Diagnostician. Instructional activities and assignments are designed in coordination with TExES domains and competencies. The TExES domains and competencies specify knowledge and skills necessary to prepare preservice Educational Diagnosticians for meeting the needs of students with disabilities. Students who meet the course criteria will be eligible for a Clearance Application for the 153 Educational Diagnostician TExES. Additionally, the learning

outcomes in this course are aligned with the College of Education's Conceptual Framework. The following link will allow you to view the Conceptual Framework: http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

TExES Framework Domains Special Education EC-12:

Domain I: Students with Disabilities
Domain II: Assessment and Evaluation
Domain III: Curriculum and Instruction
Domain IV: Foundations and Professional Roles and Responsibilities

II. Intended Learning Outcomes and its Relationship to the College of Education's

Conceptual Framework

Program Learning Outcome

Candidates are provided with TExES review and remediation so that they are able to demonstrate content and professional knowledge in each of the four domains. This professional knowledge is assessed by the Comprehensive Mastery exam which assesses knowledge and skill in Test and Measurement, Legal Roles and Responsibilities, Research-Based Instruction, Diversity, and Behavior Analysis.

Course Field Experience:

1. Aligns with the College of Education's goal of collaborating with external partners (accredited schools) to enhance the candidates knowledge, skills, and to provide opportunities for the ongoing exchange of ideas for mutual benefit.

2. Reflective written reports align with the College of Education's value of academic excellence through critical and reflective thinking.

- Reflective interpretation of student performance aligns with the College of Education's philosophy that educators must carefully observe the effects of their practices on students through collecting and analyzing objective data and systematically incorporate the changes necessary to improve student performance.
- Use of technology for scoring test records and applying Cross-Battery Assessment principles aligns with the College of Education's goal of academic excellence. Specifically, through the current and appropriate use of instructional technologies and applications that positively impact student learning for all students.

Course Coordination with TExES Domains and Competencies:

1. This course's focus and review on the State Board of Educator Certification Standards for Texas Educational Diagnosticians aligns with the College of Education's mission to provide candidates with a foundation for success in teaching.

2. The College of Education's goal of academic excellence in candidate content knowledge is emphasized through this course's review of the State Board of Educator Certification (SBEC) standards for Texas Educational Diagnosticians.

In order to register for the Educational Diagnostician #153 TExES exam, each candidate must complete and submit a Testing Clearance Form to the COE Teacher Education Department located in the McKibben Building Rm. 118. This form will be given to a candidate upon successful completion of the Comprehensive Mastery exam.

Course Goals:

- Provide the candidate with practical field experiences with a certified Educational Diagnostician.
- Provide a capstone experience enabling candidates to develop critical and higher order thinking skills and to synthesize theory and practice.
- Provide opportunities for understanding individuals with disabilities and evaluating their needs.
- Instill the principles of professional roles and responsibilities, as well as legal and ethical requirements.
- Prepare candidates for the TExES exam through learning modules, classroom experiences, exercises, and assignments.

III. Course Activities, Assignments, Instructional Strategies, use of Technology

The format for this course includes scheduled assignments/reports and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, and Elluminate chat sessions. Assessment of course content will be conducted via scheduled assignments, online quizzes, and the Comprehensive Mastery Exam. In addition to the instructional activities listed above, candidates will complete a 45 hour field-experience in a public school's special education program. To be successful in this course, the typical student should plan to spend at least 6-8 hours per week working on this course which includes your field-experience hours (4 hours per week).

<u>Field Experience:</u>

Course participants must shadow a public school's certified Educational Diagnostician carrying out his or her job responsibilities (i.e., ARD scheduling and preparation, ARD meeting facilitation, ARD paperwork, test administration and scoring, report writing, collaboration with teachers) for a minimum of 45 clock hours. A practicum placement partnership exists with Lufkin ISD, Nacogdoches ISD, and Huntington ISD, but you are

not limited to these districts. Every effort will be made to accommodate your placement requests. In the event that your request may not be granted, the candidate will be required to fulfill his or her practicum responsibilities in the assigned placement. Once placements have been secured by the course professor, candidates are responsible for contacting the cooperating Educational Diagnostican and arranging a meeting to determine the observation schedule. It is recommended that you schedule 4 hours per week. You may not observe more that 6 hours per week without the approval of the professor. Candidates will be provided with a Field Experience Log form. The date and time for each observation must be recorded. The signature of the cooperating Educational Diagnostician must accompany each entry. Undocumented entries will not count towards the 45 hour observation requirement. Candidates who do not complete a minimum of 45 hours of observation will receive a grade of "F". Candidates must complete the field experience paperwork and be approved for placement before beginning their field experience. Paperwork components include the following:

- Candidate information sheet.
- Signed confidentiality statement.

The Department of Human Services requires candidates providing clinical services to maintain professional liability insurance within their respective areas of specialization. Information about reasonably priced student professional liability insurance will be provided during the 2nd week of the course. Proof of insurance must be provided before initiating any form of services with students in the public schools.

- Complete Blood Born Pathogen training and pass the test unless you are currently employed by an ISD.
- Obtain and provide proof of a current TB test unless you are currently employed by an ISD.
- After placement has been established by the professor, the student must contact the cooperating Educational Diagnostician to determine an appropriate observation schedule.
- Provide the professor with a typed schedule of observation hours.

IV. Evaluation and Assessments (Grading):

1. In-class assignments/activities, Online Assignments, Quizzes and Ellumuniate chat sessions. Each assignment or activity is designed to provide the candidate with further explanation of real-world special education practices and legal responsibilities. Quizzes are designed to assess candidate knowledge of course content.

2. Comprehensive Mastery Exam:

The Comprehensive Mastery Exam which is in partial fulfillment of an M.Ed in Special Education and also required for Certification Seeking Only candidates. The Comprehensive Mastery Exam provides the candidate with the opportunity to

demonstrate the knowledge and skills that he or she has developed during their master's degree program and serves as a review for your #153 Educational Diagnostician TExES exam. The dates of the exam are Thursday, April 15, 2010 from 5:00 - 8:30 and Wednesday, April 22, 2010 from 5:00 - 8:30. The exam will be administered in the SFA library **INFOLAB 2** which is located on the second floor of the SFA library. **You will need to bring a copy of your Federal Regulations and a CD to both exam sessions.**

The Comprehensive Mastery Exam will focus on six key areas of knowledge which will be answered in an essay format. Those areas are:

1. Tests and Measurements (academic, cognitive, XBA)
2. Legal Roles and Responsibilities (Federal Regulations, Professional Roles and Responsibilities)
3. Effective Research Based Instruction (RTI, SPE 562)
4. Early Childhood Intervention (Federal Regulations, Early Childhood assessments)
5. Diversity (Federal Regulations, BVAT, WMLS, ELE 505, ELE 506)
6. Applied Behavior Analysis (EPS 502, SPE 539, Federal Regulations, FBA, BIP)

* The information in parentheses has been provided as a guide to help you focus your review for this exam. It is not intended to be a comprehensive list of all possible topics for the essay questions. If you did not take certain courses, then you will be provided with questions for which you have been trained.

On any given Comprehensive Mastery Exam session, a candidate may be required to answer a second Test and Measurement question which would be substituted for one of the other key areas (3-6). Candidates must successfully pass four out of six of the essay questions to the faculty reviewer’s satisfaction. In the event that a candidate does not pass 4 of the 6 essay questions, and oral exam/review will be conducted with Dr. Mask, Graduate Program Coordinator. If the oral session is not successful, then the candidate will be required to schedule an additional Comprehensive Mastery Exam session to address the area(s) of need.

I know that you have worked hard during your program and it is my intent that you be successful in completing this Educational Diagnostician program. Feel free to contact me with any questions or concerns that you may have.

4. Written Assessment Reports: A total of two comprehensive assessments and reports will be completed this semester. Candidates will record each of their test sessions and submit the recording to the professor. At minimum an IQ and Achievement test must be administer to each of your examinees. The following guidelines must be incorporated into your test administrations, interpretations and reports.

- Administer 2 subtests that measure for each of the CHC areas: **Gc, Glr, Gv, Ga, Gf, Gs, Gsm and Executive Processes**
- Apply Cross-Battery Assessment principles and administer additional tests in areas that are non-unitary.
- Adminster 2 subtests per each achievement area: Basic Reading, Reading Comprehension, Reading Fluency, Math Calculations, Math Reasoning, Written Expression.
- Written Reports will contain the following components:
    - FIE form completed using the Case-E paperwork that includes an interpretive summary of how IQ strength and weaknesses relate to achievement strengths and weaknesses.
    - Cross-Battery Assessment printout and and a summary of unitary and non-unitary results and actions taken.
    - Compuscore Printouts
    - ARD meeting notice

Grade Distribution for Assignments:

Learning Module Assignments and Quizzes (12 @ 10 points each) 120

Educational Diagnostician software - 100 points

Comprehensive Mastery Exam - 100 points

Field Experience hours - 100 points

Reports (2 @ 100 points each) - 200 points

Grading Scale

620 - 558 points = A
557 - 496 points = B
495 - 434 points = C
433 - 372 points = D
371 and below = F

Course Timeline	
Spring 2010	
Week 1 January 21st	Overview of syllabus and course requirements Case-E, Legal Framework, Federal Regulations, Cross-Battery Assessment

	Make field experience requests Purchase TExES Preparation Manual *and* What Do I Do When: The Answer Book on Special Education Law
Week 2 **Online** January 28th	TExES Review Assignment/Activity Turn in field experience paperwork.
Week 3 February 4th	Report details, test-kit pick up, parent letter, TExES review Begin field-experience if you have received approval notice from the professor (4 hours). Begin to administer your assessments to a elementary or secondary age student.
Week 4 **Online** Due February 11th	TExES Review Assignment/Activity Get Educational Diagnostician Agreement Letter signed and returned to course instructors. 1- hour TExES Software: Log-in and work on flashcards and questions. Be sure to read the explanation on why your answer and other answers were right or wrong. <u>Reading the "Explanation" as to why an answer choice is correct or incorrect is where the real learning occurs! Be sure you are doing this.</u> Administer your assessments to a elementary or secondary age student. Score your test records.
Week 5 February 18th	Report writing process, ARD paperwork Time to input scores into compuscore program. Field Experience Goal: 4 - 6 hours completed 1- hour TExES Software: Log-in and work on flashcards and questions. Be sure to read the explanation on why your answer and other answers were right or wrong. <u>Reading the "Explanation" as to why an answer choice is correct or incorrect is where the real learning occurs! Be sure you are doing this.</u> Score your test records. Enter you IQ information into XBA and administer additional tests for non-unitary sections.

Week 6 **Online** February 25th	TExES Review Assignment/Activity Keep working on the TExES software Field Experience Goal: 8 -12 hours completed
Week 7 March 4th	**Work Session (very important that you attend):** score test records on compuscore programs, help with test interpretation, XBA interpretation Field Experience Goal: 15 hours completed Administer additional tests for non-unitary sections on XBA printout.
Week 8 **Online** March 11th	TExES review Field Experience Goal: 18 to 20 hours completed TExES Study Software: Review flashcards and take a practice test in Quiz Mode. Send print out of results to professor. Report #2 Continue to score your test records. Enter you IQ information into XBA and administer additional tests for non-unitary sections.
Week 9 **No Class** **March 18th**	Spring Break - Be safe and have fun!
Week 10 March 25th	**Work Session** - report #2 **1st report is due tonight** Field Experience Goal: 24 hours
Week 11 **No class** April 1st	Easter Break Field Experience Goal: 32 hours
Week 12 **Online** April 8th	TExES Review Assignment/Activity Report #2 is due tonight. Field Experience Goal: 36 hours

	TExES Study Software: Review flashcards and take a practice test in Quiz Mode. Send print out of results to professor.
Week 13 April 15th	**Comprehensive Mastery Exam - Infolab 2** **Be sure to bring your hard copy of the Federal Regulations and a writable CD to the exam.** Field Experience Goal: 40 hours
Week 14 April 22nd	**Comprehensive Mastery Exam - Infolab 2.** **Be sure to bring your hard copy of the Federal Regulations and a writable CD to the exam.** Field Experience Goal: 45 hours
Week 15 **Online** April 29th	TExES Review online assignment **Field Experience Goal: Complete the 45 hour field experience requirement.** Field Experience Logs
Week 16 May 6th	Topic: On the job experiences and issues. **Finish Field Experience hours if you haven't already.** Field Experience Logs and Evaluations due to the professor.
Week 17 **Online** May 13th	**Final Examination**: Complete and pass the full-length 5 hour TExES software exam. Send a copy of the results to the professor. No face-to-face requirement, just submit your TExES software results if you haven't already.

VI. Readings

Text and technology requirements

1. Norlin, John W., Esq. **What Do I Do When ... The Answer Book on Special Education Law** (fifth edition) Publication Code 300055. The most inexpensive place to purchase this textbook is LRP Publications ($56.85 plus S/H) http://www.shoplrp.com/product/p-300055.html

2. ***TExES: Educational Diagnostician (153)*** Study Guide (printed book) $39.99 + $6.99 S&H = $46.98

http://www.mo-media.com/texes/

Scroll until you see the following and then choose the TExES (153) Educational Diagnostician Exam Secrets (printed book) or (ebookdownload).

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Order link: http://www.mo-media.com/texes/order.htm

3. A login to the Educational DiagnosticianTExES study software will be provided to each student.

4. Federal Regulations April, 2008 will be provided to each student.

5. SBEC Study Guide available at http://texes.ets.org/assets/pdf/testprep_manuals/153_educdiag_55064_web.pdf.

6. **Flanagan, D.P., Ortiz, S.O., & Alfonso, V.C. (2007). Essentials of cross-battery assessment with C/D Rom. (2nd edition). John Wiley & Sons, Inc. New Jersey. ISBN 978-0-471-75771-9.** The following link will take you to a publisher.

http://www.amazon.com/Essentials-Cross-Battery-Assessment-Rom-Psychological/dp/0471757713/ref=si3_rdr_bb_product/104-3280987-8949561

Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word.

You will also need to have access to a digital camera and have video recording capabilities (e.g., Webcam, digital-video camera, or an iPhone)

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction Evaluation Purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement; therefore, your response is critical.

In the College of Education, the course evaluation process as been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Traditional absences do not occur for course weeks that have an online learning module assignment. Therefore, during these weeks, absence is not a reason for failure to fully participate. Work for each learning module and the Exams are due by the due date stated in the syllabus. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled CHATS. If a student must miss a CHAT, he or she must contact the instructor, reschedule the missed CHAT, and/or complete other assignments in order to receive credit for the CHAT.

Students with Disabilities:
To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

Academic Integrity:

Academic integrity is a responsibility of all university faculty and students.Â Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism.Â Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.Â Plagiarism is presenting the words or ideas of another person as if they were your own.Â Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades *Semester Grades Policy (A-54)*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances.Â Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F.Â If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. *Â*

IX. Other Relevant Course Information

Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked up to 10 points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted on WEB CT. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions

regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

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