SPED 5371.501 The Educational Diagnostician

SPED 5371.501.2020.Pickard

The SFA Way ... "...striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five “Root Principles” below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect ... Lumberjacks command respect and treat others with respect.

The Principle of Caring ... Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility ... Lumberjacks do what is right.

The Principle of Unity ... Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity ... Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: Tracy Pickard, M. Ed.

Course Time & Location: Online using Desire2Learn, D2L

Office: Not on Campus; available online/phone/email

Office Hours: I do not have an office located on campus. Please contact me through D2L email or text message. If your questions/concerns can’t be addressed through email/text/phone call, we will schedule an online session using ZOOM to address your concern.

E-mail: Please use D2L e-mail as the primary e-mail address. Sometimes files will be too large to send through D2L. If this occurs, my alternate address is tracy.pickard@yahoo.com.

Cell Phone: 936-445-7552

Fax number: 469-672-6594

Credits: 3 semester hours, graduate credit

Course Fee: $100 - Consumables and test kit purchases.

Prerequisites: none

A TEST KIT MAY BE IN YOUR POSSESSION FOR A MAXIMUM OF 14 DAYS FOR FALL AND SPRING COURSE OFFERINGS AND A MAXIMUM OF 8 DAYS FOR SUMMER COURSE OFFERINGS.

All test kits must be mailed back to the SFA campus at the following address, postmarked no later than Dec. 8th so that the kits may be used for the next semester.

Test Kit Return Mailing Address: Stephen F. Austin State University, Department of Human Services - Paige Mask, P.O. Box 13017 or 2428 North Raguet Street (for test kit return using UPS or FedEx), Nacogdoches, Texas 75962

I. Course Description:

This course content is designed to prepare an educational diagnostician for the professional roles and responsibilities consistent with federal and state guidelines. This course is designed in coordination with state and national educational diagnostician standards. Foundational components of this course include the following:

-- Knowledge of federal disability criteria and identification procedures.
-- Knowledge of student assessment, program planning, and instructional decision-making.

-- Knowledge of developing collaborative relationships and time management and organization skills.

-- Awareness of influences of diversity on assessment results.

-- Knowledge and skills in the assessment of developmental abilities, language, motor, and intelligence.

-- Accurate scoring and interpretation of assessment results.

-- ARD paperwork and timelines.

**SPED 5371 Accountability and Accreditation Assignment:** Test and Measurement assignment (administration, scoring, and interpretation of a norm-referenced assessment).

LiveText/Watermark Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

II. Intended Learning Outcomes/Goals/Objectives:

**SPED 5371 Accountability and Accreditation Assignment:** Test and Measurement assignments (administration, scoring, and interpretation of a norm-referenced assessment).

**A. COE Conceptual Framework:** This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that assessment drives instructional decisions and practices. Web link where the COE Conceptual Framework can be accessed: [http://coe.sfasu.edu/documents/ConceptualFramework.pdf/view?searchterm=concept](http://coe.sfasu.edu/documents/ConceptualFramework.pdf/view?searchterm=concept)

**B. Commitment To Diversity:** The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

**C. THECB: Elements of the Core Curriculum**

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)**

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children
ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcomes:

CEC Advanced Preparation Standard 1: Assessment

1.0 Special education specialist use valid and reliable assessment practices to minimize bias.

CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

CEC Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

SPED 5371 Accountability and Accreditation Assignment: Test and Measurement assignments (administration, scoring, and interpretation of a norm-referenced assessment).

Student Learning Outcomes:

The candidate will interpret and describe the scores for a norm-referenced assessment.

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, (D) student competencies and non-competencies, and (E) recommendations.

CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments ; CEC 3 Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice

TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student’s behavioral and social interactions through appropriate assessment, planning and instructional strategies.

2. The student will discern legal and ethical issues encountered in the field of special education.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.

3. The student will recognize issues related to conducting evaluations and special education eligibility.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

At the completion of this course, students will be expected to:
1. Demonstrate competence in the administration, scoring and interpretation of formal tests of achievement through recorded assessment sessions, Collaborate scoring sessions, and report writing.

2. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

3. Analyze assessment data for student language, academic and/or cognitive strengths and weaknesses.

4. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

5. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.

6. Demonstrate an understanding of socially, culturally, and linguistically different students.

7. Demonstrate an understanding of federal and state guidelines regarding students with disabilities and discipline.

8. Demonstrate in writing an understanding of ARD paperwork requirements.

9. Identify and describe communication skills that would build collaborative relationships with school personnel and parents.

**SLO Items 1-7** (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionalities; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionalities; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education; CEC 6.2 also consider the impact of social, cultural, and linguistic diversity and the significance of student diversity for evaluation, planning, and instruction 1A, 1B, 1C, 1D, 2A.

**TExES standard and competency numbers are included in this section. This information may be accessed in its entirety by copying and pasting the following URL into a web browser:** tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381

**TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1B, 2B. TExES Standard III develops collaborative relationships with families, educators, the school, the community, outside agencies, and related school personnel 2H; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 2C; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 2C; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations 1A, 1D, 1F, 1G, 1H, 1I, 1M, 2C, 2D, 2K; TExES Standard VII understands and applies knowledge of ethics, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction 1A, 1B, 1C, 1D, 2A.

**III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

1. Test Records and Reports: Candidates are required to conduct assessments using different standardized instruments for a total of 3 administrations. The assessments must be administered to children between the age range of 8 -16 for the purposes of this course. Test Records will be graded based on accurate administration, scoring, and interpretation of the tests. The video-recorded sessions must show the examiner, examinee (child) and the testing materials at all times for credit purposes.

Reports will consist of student information and individual test interpretive summaries. You are not writing a full report as you did in SPED 5344 Individual Academic Achievement. In order for your report to be graded, the test protocol and the parent signed release must accompany the report. You will need to administer as many of the assessments to the same child as possible. Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

**Recorded Test Administrations:** Each of your test sessions will be recorded for graded review and teaching purposes. Recordings must show the examiner and the child and testing materials. Each student has access to a Zoom account (sfasu.zoom.us and use your MySFA username and password) that may be used for making recordings or you may purchase a reliable video recording device. You will be using recording technology in SPED 5344.501, SPED 5345.501, SPED 5371.50, SPED 5354.501 SPED 5355.501. If you already possess a high-quality video camera, then you may use this device to capture your testing sessions. If your laptop or other device has a (high quality) built-in recording device, that can be used as well. **ALL VIDEOS WILL BE SUBMITTED IN THE DROPBOX TOOL OF THE COURSE. Be sure that your testing session recorded and saved appropriately before you submit your assessment for grading. You will upload each video to the course Dropbox file. NOTE: IT MAY TAKE HOURS, EVEN OVERNIGHT, for the longer videos to upload into D2L Dropbox. Be patient!!! If your video will not upload and/or play in Dropbox for the course professor, the second option will be to share the video with the instructor via Google Drive. (Instructions for this are on the Course Home Page.) Another option is to send the video by email attachment to one of the following: tracy.pickard@yahoo.com or tracywalton13@gmail.com.** **NOTE:** **Label your videos with your name and the name of the assessment!** If these options still do not work for you, then you will be required to contact technical support by email and add the Instructor as a "cc". As a last resort, you may be allowed to send your videos to the instructor on jumpdrive or DVD-R sent by mail in order to earn credit for the assessment.

**AFTER YOU HAVE COMPLETED THE WMLS ASSESSMENT WITH THE CHILD, CONTACT THE INSTRUCTOR TO SCHEDULE A "SCORING" SESSION using ZOOM. AFTER THE SESSION, THE INSTRUCTOR WILL SEND YOU THE SCORE SHEET GENERATED DURING THE SESSION, WHICH YOU WILL THEN USE TO WRITE YOUR REPORT.**

**REPORTS WILL NOT BE ASSIGNED A GRADE UNTIL THE VIDEO IS RECEIVED in a viewable format BY THE INSTRUCTOR.**

**MAILING ADDRESS FOR TRACY PICKARD:** (If you have to mail a jump drive):

6609 Meadow Glen Dr., Midlothian, TX 76065

1. Tests administered this semester will include the following:
1-- WMLS

1 Vocational Assessment-- (CAPS, COPS, and COPES). This test is taken online using a course provided login and password. YOU TAKE THIS ASSESSMENT YOURSELF, IT IS NOT GIVEN TO A CHILD.

Reminder: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

2. Assigned Readings: Points will be earned by participating in Discussion Boards and/or assessed by quizzes.

3. Quizzes: Each assessment module will have quizzes. Other learning modules will also have quizzes over assignment readings. Quizzes may be taken more than once and an average is taken for the final quiz grade. Although you are not administering the Bender Gestalt assessment this semester, the Module is being left open for you to read and learn about the test. You are not required to take the quizzes for this assessment, but you may do so for the additional points if you choose. Students will administer EITHER the WMLS-R or the WMLS-III assessment.

4. Assignments: Each learning module will have assignments. The assignment may be an information-seeking activity or a graded assignment that will be turned in.

5. LiveText: A) You are required to create your Portfolio assignment in LiveText. (If you have created this Portfolio for another course, you need to move it into this course as well.)

   B) You are also required to upload your WMLS assignment into LiveText during the last week of the course,

   C) Leading from the Front assignments will be uploaded to LiveText. (includes 3 written Discussion Board posts and 1 video link)

   D) Full ARD paperwork assignment will be uploaded to LiveText

IV. Evaluation and Assessment (Grading):

Assessments 3 @ 100 points each for a total of 300 points (1 WMLS, 1 Beery VMI, 1 Vocational (CAPS, COPS, and COPES.) With the exception of the vocational assessment (CAPS, COPS and COPES) each test session must be video-recorded in its entirety. Note: Your WMLS report will be uploaded to LiveText during the last week of the course.

Leading From the Front Activities - 60 points

Transfer ARD Paperwork -- 30 points

Full ARD Paperwork- 100 points

5 Required Quizzes - (each varying in the number of points) The Bender-Gestalt quizzes are optional.

   Live Text WMLS submission - 25 points

Live Text Portfolio submission - 25 points

Live Text Leading From the Front submission- 25 points

Live Text ARD paperwork submission- 25 points

Introduction - 15

I'm Sorry Log - 35

Grading Scale:

90% of all possible points = A
80% of all possible points = B
70% of all possible points = C
60% of all possible points = D
59% and below = F

NOTES ABOUT GRADING:

**No reports will be assigned a grade until the video has been received and viewed by the Instructor.

**No Scoring sessions will be scheduled until the Portfolio assignment has been completed in LiveText.

V. Course Timeline
# Course Outline/Schedule

**A TEST KIT MAY BE IN YOUR POSSESSION FOR A MAXIMUM OF 14 DAYS FOR FALL AND SPRING COURSE OFFERINGS AND 8 DAYS FOR SUMMER COURSE OFFERINGS.**

**Note:** You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. 

The assessments must be administered to children between the age range of 8-16 for the purposes of this course !!!!

<table>
<thead>
<tr>
<th>Week 1-3</th>
<th>If you have not received your LiveText (Livetext.com) account username and password, please email <a href="mailto:Livetext@sfasu.edu">Livetext@sfasu.edu</a> and request this information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 24th-Sept. 13th</td>
<td>Read and complete all components of the Getting Started Module. Make sure that you read and complete all of the activities that will allow you to successfully access course information over the course of the semester. You will create the following items in your professional portfolio using the Directions for Creating a Portfolio in LiveText located in the Getting Started module.</td>
</tr>
<tr>
<td>DUE: Aug. 30th</td>
<td>• professional autobiography with a picture</td>
</tr>
<tr>
<td>Student Introduction</td>
<td>• current resume</td>
</tr>
<tr>
<td>Portfolio in LiveText</td>
<td>• copy of the essay that you submitted upon entry into this program - a typed double-spaced written statement (minimum 3-5 pages in length) describing his/her experience in the field of special education, his/her philosophy on educating students with special needs, and how personal qualities and educational experience would make one an exceptional candidate for the special education graduate program.</td>
</tr>
<tr>
<td></td>
<td>• copy of teacher certifications which can be accessed from the TEA website: <a href="https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp">https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp</a> (You may have to copy and paste this link into a new page for it to open.)</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> You may have completed the Portfolio assignment in another course. If so, simply copy and paste into this Course on your LiveText Dashboard.</td>
</tr>
<tr>
<td>Access the Introduction module and post your introduction to the Discussion Board using Screen-casto-matic.</td>
<td>Begin to keep an informal log about every time you say the words &quot;I’m Sorry.&quot; In your log, be sure to provide enough information so that you will remember the situation in which you said these words. This log information will be used later in the course.</td>
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</tbody>
</table>

**NOTES:**

Get your assessment recording technology in order so that you can begin to assess a child when the test kits are in your possession. When you have finished testing a child and have calculated the Raw Scores on the test record, contact the Course Instructor to schedule an online assessment scoring session. (Remember, the Portfolio assignment must be completed and uploaded into LiveText before scoring sessions will be scheduled.)

***Text or email me when you are ready to schedule an assessment scoring session. I will then contact you with several dates/times from which you can choose. I will be available Mon.-Thursday evenings for the Fall/Spring semesters***

Take your CAPS, COPS and COPES online vocational assessment and submit the computer print out and report interpretation using the course Dropbox assignment tool. Use the sample report in the Module as a guide in formatting/writing your report.

**REMEMBER: YOU ARE TAKING THE VOCATIONAL ASSESSMENT YOURSELF, YOU ARE NOT HAVING A CHILD TAKE THIS.**

**REMEMBER: YOUR PORTFOLIO ASSIGNMENT MUST BE UPLOADED INTO LIVETEXT PRIOR TO SCHEDULING YOUR FIRST SCORING SESSION.**
Sept. 14th- Oct. 4th  
This week's assignments are due by midnight, Oct 4th, unless specified otherwise.

DUE Oct. 4th
- Ch 1-3 Leading/Front
- Ch 4-5 Leading/Front

Assessments Module, All Assignment 1s and Quiz 1s
Transfer ARD assignment

Access the ARD Paperwork learning module and read the explanations of the following ARD paperwork. It is okay to get help from an Educational Diagnostician in completing this paperwork.

- Transfer ARD paperwork – complete the assignment that accompanies this module
- Brief ARD paperwork-read only, no assignment
- Full ARD paperwork - read through, but the assignment that accompanies this module will be due later
- Manifestation Determinations- read only, no assignment
- ARD Agenda and Full and Individual Evaluation paperwork- read only, no assignment

If the audio clips don't work, try saving the document to your Desktop first then opening it up from your Desktop. If that does not work, call tech support—it's probably a simple issue of needing to update a software version.

Access the Assessments learning module and read and complete all Assignment 1’s and Quiz 1’s in this module so that you will be introduced to all of the assessments that you will administer this semester. Note:

- Keep documenting every time you say the words, “I’m sorry” and provide enough information so that you will remember the situation.

Access your Leading From the Front learning module and read or complete the following assignments:

- Assignment One – chapters 1-3 Leading From the Front
- Ch. 4-5 assignment- Leading From the Front

If you do not receive full points on an assignment you've submitted in Dropbox, I will provide you with feedback and give you the opportunity to make corrections and resubmit the assignment one time.

Weeks 7-9
Oct. 5th-Oct. 25th
By the end of Week 9 you need to have two report summaries completed. (Your Vocational Assessment, which you take yourself, and the WMLS, which is given to a child.) For the WMLS assignment, you will turn in the following 6 items at the completion of testing and using the course Dropbox assignment tool:

- signed testing authorization form
- scanned copy of completed test record form
- print out of assessment scoring sheet (WMLS score sheet that I send you after our scoring session)
- completed assessment report
- script sheets
- video.

For the test kits that you have in your possession, complete Assignment 2, Quiz 2, and Assignment 3. Once you have completed the entire module for an assessment, you may administer the assessment to a child between the ages of 8-16. Please try to administer as many assessments as possible to the same child. When you have finished testing a child and scoring the test record, contact the instructor to schedule a scoring session. If you need to cancel or reschedule a session you must do so at least 1 day prior to the session if possible. After the Scoring session, immediately begin to work on your report because you will need to utilize the manual before passing the test kit on to the next person in your group. After you have read the instructor notes and resources in the module, you can call/text/email me as often as you like to get help with aspects of the test interpretation and report.

- Keep documenting every time you say the words, “I’m sorry” and provide enough information so that you will remember the situation.

**No scoring session with the instructor is necessary for the Beery VMI. You will score that by hand using the test manual.

Leading From the Front Assignment Three – read chapters 6-8 and complete the discussion assignment.

Complete the Full ARD assignment using EasyIEP.

The goal is to have two completed test administrations (scoring and report too) by the end of Week 9! Remember that Assignment #3 in your assessment modules will give you pointers for writing test summaries. Don't forget to video record your test sessions! Save your videos as mp3 or mp4 file! Remember to administer as many tests as possible and tolerable to the same child.

Use the course Dropbox to upload your test records, script, report, testing authorization form, assessment printout, and video.

If your videos will not upload or play in the course Dropbox, then you will be required to contact tech support for assistance, and send me a CC of your email request for help. If Dropbox continues to be a problem for your video, your next option is to share the video with me through Google Drive (or an email attachment to one of my secondary email addresses) or One Drive. Only after being unsuccessful with these options will you be allowed to mail the saved videos on a jumpdrive or DVD-R to the course professor. The mailing address is as follows:
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment Details</th>
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</table>
| Oct. 25th         | Ch. 6-8 Leading/Front                                      | Tracy Pickard  
|                   | Full ARD assignment                                        | 6609 Meadow Glen Dr.  
|                   | Vocational Assessment Report                              | Midlothian, TX 76065  
|                   | WMLS assessment report                                    | Continue correcting and resubmitting items after receiving feedback from instructor.  

**Weeks 10-13**:  
Oct 26th-Nov. 22nd  
DUE Nov. 22nd  
Beery Report summary  
I'm Sorry Log  
Continue to correct and resubmit items after I have given feedback if full points are not received.  
Continue to administer assessments to a child between the ages of 8-16 and score your protocols. **Remember to administer as many assessments as tolerable to the same child.**  
When you have finished testing a child and scoring the test record, contact the course instructor to schedule a scoring session. After the Scoring session, immediately begin to work on your report because you will need to utilize the manual before passing the test kit on to the next person in your group. You can call or text me as often as you like to get help with aspects of the test interpretation and report. Write your assessment summaries for each test.  
**Remember that Assignment #3 in your assessment modules will give you pointers for writing summaries.** Three report summaries are due. You will turn in the following 6 items at the completion of testing using the course Dropbox assignment tool: signed Testing Authorization form, scanned copy of completed test record form, print out of assessment scoring (WMLS or BVAT), completed assessment script, report summary, and video.  
Week 13-Nov. 22nd-20th: Thanksgiving Break

**Weeks 14-15**:  
Nov. 30th-Dec. 11th  
DUE Dec. 11th  
All corrected resubmissions  
CHECK OFTEN TO SEE IF COURSE EVALUATIONS ARE ACCESSIBLE !!!  
Assignments submitted after Dec. 6th will be graded "as-is" with no option to make corrections and resubmit.  
NOTE: The last "week" ends on a Friday (Dec. 11th) and not the usual Sunday night!

## VI. Required Readings and Materials:

The following link will take you to a publisher website: [http://www.amazon.com/Essentials-Cross-Battery-Assessment-Psychological/dp/0470621958/ref=sr_1_1?ie=UTF8&qid=1370223862&sr=8-1&keywords=Essentials+of+Cross+battery+assessment+3rd](http://www.amazon.com/Essentials-Cross-Battery-Assessment-Psychological/dp/0470621958/ref=sr_1_1?ie=UTF8&qid=1370223862&sr=8-1&keywords=Essentials+of+Cross+battery+assessment+3rd)


4. Copy of Federal Regulations December 2017 accessed and/or downloaded through the Texas Education Agency web site:  
[https://fw.esc18.net/Documents/Side_by_Side.pdf](https://fw.esc18.net/Documents/Side_by_Side.pdf)

5. Stop Watch - preferably one that does not make any sound when being started, stopped, and reset. (You can use the one on your cell phone.)

7. Clipboard

8. Access to a computer with the following capabilities: microphone/webcam, PowerPoint viewing and creating, Microsoft Excel, Microsoft Word, and RealPlayer or other video player.

Your computer must also be D2L functional.

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 has 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:

Ethical Concerns:

1. Plagiarism and cheating will be dealt with in accordance with university policy.

2. Professional standards of behavior are expected at all times.

Attendance and Participation Policy:

Traditional absences do not occur in online courses; therefore, absence is not a reason for failure to fully participate. Reading and assignments for each learning module as well as the quizzes 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 Collaborate sessions. If a student must miss a chat or Collaborate session, he or she must contact the instructor to reschedule the missed session.

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 points - no exceptions.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (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. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. 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. 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. Plagiarism is presenting the words or ideas of another person as if they were your own. 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/student_academic_dishonesty.pdf

Withheld Grades Policy 5.5
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. 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 F. 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.

**IX. Other Relevant Course Information:**

**Student Code of Conduct: Policy 10.4**

**A. Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Information regarding this program is found at [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf) or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. **Criminal History Information:**

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. **YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due ___________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.**

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams **YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.**

[www.texas.ets.org/registrationBulletin](http://www.texas.ets.org/registrationBulletin)

3. Successfully complete state mandated a fingerprint background check. **If you have a history of criminal activity, you may want to reconsider your major while at SFASU.** Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information: [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/)

**Code of Ethics:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

**LiveText**

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program.

You will have 4 assignments to submit in LiveText for this course.

1) The WMLS
2) Portfolio
3) Leading From the Front chapter assignments
4) You also have the Portfolio assignment
5) The Full ARD paperwork assignment

**Woodcock-Munoz Language Survey, WMLS**

Assessment Test Record and Summary

[www.livetext.com](http://www.livetext.com)

For this LiveText assignment submission, you will upload a scanned copy of your test record (front and back) and a Microsoft Word copy of your assessment summary to Livetext. This assignment submission will be conducted during the last week of the semester, due on or before July 2nd.

On your WMLS Test Record, you will complete the following:

You will fill in all the demographic information for the student including a name for the Ancillary Examiner (name of someone in your district who assists with bilingual assessments if you are not fluent in Spanish) and Language Exposure Information and Use. You will pretend that your student was born in another country and had some educational experiences in that country before coming to the United States. Language percentages will be split between English and Spanish.

1. Write what is being measured on each WMLS subtest using Appendix B of your XBA textbook - The Broad Ability of ______________ specifically the Narrow Ability of ______________.

Your WMLS assessment summary will include the following:

1st paragraph will describe what the Oral Language-Total measures and the following scores using sentence descriptors: Standard Score and its range, GE, RPI, PR, Confidence Interval (90% Confidence Band), and CALP level. Then do an analysis of the subtests that comprise this area and see if the scores are comparable (fall within the same range.) Describe your findings with subtest measurement descriptions and enough score descriptions to support your findings.

2nd paragraph will describe the remaining subtest areas. Determine a subtest that is an area of strength for the student. Describe what the subtest measures and then use the sentence descriptors to describe the following scores: Standard score and its range, GE, RPI, PR, and Confidence Interval (Confidence band.)

3rd paragraph will describe an area of weakness for the student. Tell what the subtest measures then use the sentence descriptors to describe the following scores: Standard score and its range, GE, RPI, PR, and Confidence Interval (Confidence band.)

C. Alignment Between Accreditation Standards and Assignments

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES
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## SPE 571.501 The Educational Diagnostician Assignment Descriptions

1. **CAPS, COPS, COPES Vocational Assessment** - Candidates will participate in a 3-part online administered vocational assessment (interests, aptitude and values), interpret the assessment results, and integrate the information into a meaningful report with appropriate recommendations. Report components include the following: Reason for Evaluation, Test Behavior, Tests Administered, Assessment Results COPS, COPS Summary, CAPS Assessment Results, COPES Assessment Results, COPES Summary, Integrated Summary, Recommendations

CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)
2. Woodcock Munoz Language Survey (WMLS) Assessment – Candidates will administer, score, interpret and write a report for the WMLS. The following will be described and interpreted in the report: Oral Language Total with score descriptions for SS, range, GE, RPI, PR, confidence band, CALP level, analysis of the subtests that comprise the Oral Language Total. Paragraph 2 Strength or Relative Strength description of remaining subtest with all score descriptions. Paragraph 3 Weakness or Lowest Standard Score description of a remaining subtest with all score descriptions.

(CAEF 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices; CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionalities; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionalities; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)

3. Bilingual Verbal Ability Test (BVAT) Assessment – (if applicable during your semester) Candidates will administer, score, interpret, and write a 5 paragraph report for the BVAT. Paragraph 1 describes the Bilingual Verbal Ability Cluster and includes score descriptions. Paragraph 2 describes the English Language Proficiency Cluster and includes score descriptions. Paragraph 3 justifies which language the rest of the child's testing will be conducted (English or Spanish). Paragraph 4 identifies a subtest strength or relative strength, what it measures, and 2 score descriptions. Paragraph 5 identifies a subtest weakness or lowest standard score, what it measures and 2 score descriptions.

(CAEF 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices; CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionalities; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionalities; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)
4. BEERY VMI Assessment - Candidates will administer, score, interpret, and write an interpretive paragraph with score descriptions for the BEERY VMI.

(INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 3.4 use knowledge of ethical and professional practices to improve services for individuals with exceptionalities; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.2 model ethical practice and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C model and promote digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of the history of special education, legal policies, ethical and professional practices, roles and responsibilities; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning, and instructional strategies.)

5. Transfer ARD Paperwork - After learning about the purpose of Transfer ARD Paperwork, the candidate will use the EasyIEP Special Education Management System using the pdf. directions in the module table of contents. After the registration has been accepted, the candidate will complete the EasyIEP ARD Paperwork for a fictitious student. Paperwork components include the following: Parental Notice of Meeting, IEP Transfer with instructional code, ARD meeting minutes, request for Full and Individual Evaluation (FIE) testing, Transportation as a Related Service.

(CAEF 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments and SPA standards, CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 2 understands individual learning differences to ensure inclusive environments that are accessible and meaningful; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; INTASC 7 plans an instructional program that supports the student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, and pedagogy; INTASC 10 fulfills appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families and other school professionals; CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionalities; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionalities; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.2 model ethical practice and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C model and promote digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of the history of special education, legal policies, ethical and professional practices, roles and responsibilities; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning, and instructional strategies.)

6. Full ARD Paperwork – After becoming familiar with the Full ARD Paperwork, the candidate will complete an Annual ARD for a fictitious student using Scenario information given in a module. Assignment components include the following: Parental Notice of Meeting, summary of the Federal Regulation for ARD timelines, full annual ARD paperwork, list of additional forms that would be included with the annual ARD.

(CAEF 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments and SPA standards, CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 2 understands individual learning differences to ensure inclusive environments that enable learner to meet high standards; INTASC 3 examiner creates an environment that supports positive social interaction and
learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; INTASC 7 plans an instructional program that supports the student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, and pedagogy; INTASC 10 fulfills appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families and other school professionals; CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionality; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.2 model ethical practice and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)

7. Leading From the Front Leadership Assignments

A. Chapters 1-3

For this Discussion Board posting, you will need complete two assignment components. First, you will to describe and discuss your professional strengths and weaknesses according to the textbook concepts listed below. You will also need to reference the textbook by giving at least 4 examples or citing meaningful quotes with a page number. Secondly, you will need to read and respond to at least 2 other students' postings.

1) Meeting and Exceeding Standards

2) Decision Making Style/Abilities

3) Saying "No"

4) Taking Responsibility for Failure.

*Note: In order to earn full credit for this assignment, you will need to post an insightful analysis of your abilities with textbook references (including page #s) and read and respond to at least 2 other students in the class

B. Chapters 4-5

NOTE: This discussion board posting will be completed using the Screen-casto-matic tool rather than writing a narrative description.

For this assignment, you will read chapters 4-5 from your Leading From The Front textbook. You will be identifying and discussing leadership principles described in Chapters 4 and 5. You will need to view at least 2 other students' postings. Your DB response will address the items below using screen-casto-matic. The screen-casto-matic video needs to be a minimum of 3 minutes and no longer than 4 minutes.

1) Identify and describe three skills or qualities you currently possess that will enable you to be the type of "True Leader" portrayed in Chapter 4.

2) Think of an area in your life or a particular situation where you commonly act or react with emotion. Then, using the principles from Chapter 5, create a plan and/or strategies you will use in order to practice acting and reacting without emotion. Also, discuss the benefits of your learning to address issues without emotion in your professional and/or personal life.

3) Identify a specific point from either chapter 4 or 5 that had the most significant meaning to you. Explain how you utilize this information to make positive changes in your life.

C. Chapters 6-8

For this Discussion Board assignment (chapters 6-8) you will respond to one of the following in narrative (typing) format.
1) Using the Success Formula from chapter 7, determine a professional or personal goal and then create the plan that follows the success steps. In the latter success steps, identify strategies you will utilize to reach your goal.

OR

2) The text authors have given you reasons and guidelines for using energy not emotions to seek solutions to problems and improve your performance. Using the information from Chapter 8, discuss key points and how you will utilize this information to make needed changes in your professional or personal life. Be sure to include page #’s in your response.

D. Chapter 9

Now that you have read chapter 9 from your textbook, you will analyze your "I'm Sorry Log" using chapter principles. Next to each or your entries (minimum of 25 entries or examples), you will document the reason why you said "I'm Sorry" and an alternative phrase you could have said instead of "I'm Sorry". Last, you will reflect on how the habit of saying, "I'm sorry" affects your professional life and how you can begin to change this habit. Your log will be submitted to the professor as an attachment in Dropbox. An example log format has been provided below.

<table>
<thead>
<tr>
<th>Date</th>
<th>I'm Sorry Explanation</th>
<th>Reason for Saying I'm Sorry Using Chapter 9 Principles</th>
<th>Alternative Phrase</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

After you have completed your log, you will need to include your response to the following question:

1. Reflect on how the habit of saying, "I'm sorry" affects your professional life and how you can begin to change this habit.

Your log will be submitted to the instructor using the Dropbox Tool in the Course.

(CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments and SPA standards, CAEP 5.1 multiple measures to monitor candidate progress; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 9 engages in professional learning to continue to evaluate his or her practice and the effects of his or her choices and actions on others; INTASC 10 fulfills appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families and other school professionals; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices; CEC 7.1 use culturally responsive practices to enhance collaboration; CEC 7.2 use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities; CEC 7.3 collaborate to promote understanding, resolve conflicts, and build consensus; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization.