I. Course Description:

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

SPED 5354 Practicum in Professional and Ethical Practice (3 credits; fully online) spans 15 weeks and is considered part 1 of a practicum experience. This course is a supervised practicum experience within an approved TEA accredited school district. Supervision is provided through the course instructor and a district site supervisor. Typically, for a 3-hour practicum, candidates participate in 160 hours (53 hours per unit of credit) of activities and assignments directly related to professional standards and competencies for educational diagnosticians. Practicum experiences are designed to foster the development and application of new career-related skills. In addition to onsite practicum experiences, students are required to complete course academic components that include: reading assignments, quizzes, written work (documentation and reflections) and other appropriate work relative to the practicum. During the final examination period, the candidate will complete a self-reflective essay, about the practicum experience. These activities, inclusive of the onsite practicum expectations and academic components, average a minimum of 16 hours of work each week.
**Course Delivery Modality:** Online asynchronous

**Prerequisites:** Testing courses: SPED 5344 and SPED 5345 are to be completed prior to the practicum. SPED 5354 and SPED 5355 practicums are taken at the end of the student's program.

**PCOE Diversity Statement:** The James I. Perkins 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, exceptionalities, 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.

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

**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.

Course Practicum 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.


**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 Outcome:

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 5354 Accountability and Accreditation Assignment: Comprehensive Mastery Exam and #153 Educational Diagnostician TExES. 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. Domain I: Students with Disabilities, Domain II: Assessment and Evaluation, Domain III: Curriculum and Instruction, Domain IV: Foundations and Professional Roles and Responsibilities.

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, and (D) 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 VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethnic, 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, writing Full and Individual 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; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations)

Student Learning Outcomes:

At the completion of this course, students will be able to:
1. Demonstrate competence in assessment interpretation and report writing.
2. Demonstrate the ability to present in written and oral formats objective and interpretive assessment
3. Analyze assessment data for student academic strengths and weaknesses.
4. Demonstrate orally and/or in written formats knowledge of federal regulations and ethical concerns in education.
5. In a school setting, demonstrate and understanding of socially, culturally, and linguistically different students.
6. In a school setting, apply knowledge of federal and state regulations for education.
7. In a school setting, apply knowledge of school district procedures for special education determination and eligibility.

**SLO Items 1-6** (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 4.1 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, 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.

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, 1C, 1D, 1E, 2A, 2B; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities 1A, 1D, 2A, 2C, 2D, 2E, 2F; TExES Standard III develops collaborative relationships with families, educators, the school, community, outside agencies, and related service personnel 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2K; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 1C, 2A; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 1C; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations 1K, 2A, 2E, 2F, 2H, 2I, 2L; 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 1E, 2B; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization 1A, 1B, 1C, 2A, 2B, 2C.

**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 Zoom sessions. Assessment of course content will be conducted via scheduled assignments, online quizzes, and Comprehensive Mastery Exams. In addition to the instructional activities listed above, candidates will continue to acquire practicum experience in a public school's special education program during the semester. Texas Administrative Code (TAC) 228.35 states that Educator Preparation Programs preparing candidates for professional certificates (i.e., Educational Diagnostician) will provide a practicum for a minimum of 160 clock hours. To be successful in this course, the typical student should plan to spend
approximately 16 hours per week working on this course which includes your practicum experience hours.

Practicum Experience:

Course participants will be supervised by a public school's certified Educational Diagnostician that has a minimum of 1 year of experience in the position. Practicum experiences may include but are not limited to the following: related professional development, RTI meetings, Section 504 meetings, ARD scheduling and preparation, ARD meeting facilitation, ARD paperwork, test administration and scoring, report writing, collaboration with teachers, discussions of federal regulations with an educational diagnostician and/or school psychologist, discussion of transition with diagnostician and/or district transition specialist, interviews with related service providers.

The date and time for each observation or activity must be recorded on a paper practicum experience log and electronically in the FEM module Time Log. The candidate's signature (student), the cooperating Educational Diagnostician signature, and Special Education Director's signature must be on the second page of each practicum log. Up to 40 hours total may be obtained through educational diagnostician professional development activities (online and face-to-face). Writing goals and objectives or PLAAFP statements do not count towards practicum hours as these are teacher responsibilities. Undocumented entries or unsigned practicum logs will not count towards the cumulative 160 hour practicum requirement. Candidates must turn in all practicum agreements with the appropriate signatures before practicum experiences begin.

IMPORTANT: There will be 2 formal practicum activities this semester. You will need to make sure that your webcam and audio are both functional for the Standards Based Observation. Specific practicum experiences are required by law and failure to participate in the assigned practicum activities will lower your grade, delay your completion of the course and your certification.

Practicum Activity #1 Meeting with District Site Supervisor: This meeting will occur during the month of September and it is an informal meeting between you and your district site supervisor. During this meeting, you will need to discuss your practicum goals based on your knowledge of areas where you know you need more instruction and/or review. Your district site supervisor may also have goals for you. Please do include both your goals and the supervisor's goals in your assignment submission. After the meeting has occurred, you will upload the final copy of your practicum goals to the course dropbox.

Practicum Activity #2 Standards-Based Observation (SBO) Video: This video is due during the month of October and it will be a 45 minute video recording of yourself completing educational diagnostician tasks. Practicum #3 will require you to use your webcam, audio, and desktop sharing features. When you have your 45 minute observation video created, you will upload your video link and MP4 file to the course dropbox along with a written summary explanation of the tasks you completed.

IV. Evaluation and Assessments (Grading):
1. **Online Assignments, Quizzes and 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: Testing clearance for the #253 Educational Diagnostician TExES is contingent on the successful completion of this Comprehensive Mastery Exam and other assignments.** Remember that your #161 Special Education TExES must be passed before you are given testing clearance for the #253 TExES. Some older certifications or related certifications may be accepted in place of the #161 All-Level Special Education certification.

The Comprehensive Mastery Exam which is in partial fulfillment of an M.Ed in Special Education and is 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 or certification program and serves as a review for your #253 Educational Diagnostician TExES exam.

The Comprehensive Mastery Exam (100 points and required for course completion)

After meeting the testing clearance prerequisite requirements, each student is encouraged to attempt and pass his or her #253 Educational Diagnostician TExES this fall semester. However, if you are first needing to pass the #161 All-Level Special Education TExES first or need additional time to prepare for the #253 TExES, you may attempt and pass the #153 Educational Diagnostician TExES during the spring practicum semester. Please know that by the end of the spring practicum semester, you will need to have passed your #153 TExES exam for grading purposes. Students that do not pass the #153 TExES on their first attempt will be required to come to the campus for a remediation session prior to being given testing clearance for a second attempt.

3. **FIE Assessment Reports/ARD paperwork** (1 or 2 @ 100 points and required for course completion). (If you score a 90% or higher on your first assignment you do have to complete the 2nd assignment). Students will practice combining IQ and achievement information into ARD paperwork. You will complete this assignment for IQ and achievement/supplemental combinations that you administered in your program.

Students will be expected to complete ARD paperwork to demonstrate their familiarity with some of the general documents legally required for an ARD meeting. Assessment reports may be completed in your districts electronic ARD management system if you have permission. If you currently work in a district as an ARD Facilitator or Educational Diagnostician, please do use your district's software program to complete this assignment.

**Grading Scale (points):**

90% or above of all possible points = A

80% - 89% of all possible points = B
70% - 79% of all possible points = C

60% - 69% of all possible points = D

59% or below of possible points = F

**Tentative Course Timeline**

<table>
<thead>
<tr>
<th>Weeks 1-3</th>
<th>August 28</th>
<th>September 17</th>
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**TExES Review Module.**

*Note: All assignments for Weeks 1-3 must be completed and have earned a grade for testing clearance purposes.*

**Task #1** Access the #153 (#253 now) TExES Review module. You will need to read and complete module items in sequential order. Make sure to purchase your e-access TExES Educational Diagnostician Secrets Study Guide within the first days of the semester.
TExES Educational Diagnostician 153 (#253 now) Secrets Study Guide (ebook access).

**Task #2** After you have read the TExES review module resources (timelines, Bell Curve, scores, ABA principles), use your *TExES: Educational Diagnostician (153)* Secrets Study Guide and participate in the practice test that addresses Domains I and II (items 1-50). Using the course Dropbox tool, you will submit your practice test results. Your results will need to include your percentage of correct items (obtained by dividing the # of correct items by the total # of quiz items) and a short explanation of 5 missed items and why you think you missed a particular item.

**Task #3** Using your *TExES: Educational Diagnostician* Secrets Study Guide, locate and participate in the practice test that addresses Domains III and IV (items 51-100). Using the course Dropbox tool, you will submit your practice test results. Your results will need to include your percentage of correct items (obtained by dividing the # of correct items by the total # of quiz items) and a short explanation of 5 missed items and why you think you missed a particular item.

**Task #4** If you have forgotten your username and password for the Certifyteacher TExES study software, please email sales@certifyteacher.com and request your username and password.

- If you are not sure if you received this software, contact sales@certifyteacher.com to see if they have your name in the system. If you are not listed in the system, then you will need to purchase this software. Testing clearance for the #153 TExES will be given after a student has met the criteria for passing for the study software and assignments with the TExES review module.
- Once you have the Educational Diagnostician Certifyteacher software, take the Random Full-Length exam. After you complete the exam, an overall estimated score will be provided to you along with your performance for each of the competencies. As part of testing clearance, you will need to have an overall exam score of 250 or higher with each domain having a percentage of 80% or higher with 7/9 competencies also being 80% or higher. If you meet this criteria, then upload your exam results as a pdf. to the course Dropbox.
- If you do not meet the minimum passing criteria, then you will need utilize the Study Mode and Flashcards features of the software to remediate your deficits. Be sure to read the explanation on why your chosen answer and the remaining answers were correct or incorrect. 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. After you have completed your review, reattempt the Random Full-Length Exam and upload your passing results (Overall
Exam score of 250 or higher, with each domain having a pass rate percentage of 80% or higher with 7/9 competencies also being 80% or higher. To the course dropbox. Repeat the remediation process until you meet the passing criteria.

- Testing clearance may be requested electronically after you have earned a passing grade on each assignment in the TExES Review module. Directions for requesting testing clearance are located in the module and the course dropbox.

After the course instructor approves your testing clearance request, you are encouraged to immediately register for and pass your #253 Educational Diagnostician TExES this fall semester. Please upload a copy of your passing #253 report to the course dropbox.

If you are needing to pass the #161 All-Level Special Education TExES first or need additional time to prepare for the #253 TExES, you may attempt and pass the #253 Educational Diagnostician TExES during the spring practicum semester. Please know that by the end of the spring practicum semester, you will need to have passed your #253 TExES exam for final grading purposes. Students that do not pass the #253 TExES on their first attempt will be required to come to the campus for a remediation session prior to being given testing clearance for a second attempt.

| Task #5 | Complete Parent's Guide reading assignment and questions. |
| Task #6 | Complete Case Study #1 (directions are located in the course dropbox). Be sure to check the dropbox for assignment feedback so that you do not make the same mistakes on Case Study 2. |
| Task #7 | Access and read/complete all items in the Getting Started module. |
| Task #8 | Post your Student Introduction. |
| Task #9 | Students that are not currently employed by an ISD must complete the Practicum module and submit all the required documentation before completing practicum hours in an ISD. |

All assignments for Weeks 1-3 must be completed and have earned a grade for testing clearance purposes.

| Week 4-7 | Task #1 Practicum Activity #1 Meeting with your District Site Supervisor. This meeting will occur during the month of September and it is an |
informal meeting or discussion between you and your district site supervisor. During this meeting, you will obtain your supervisor’s signature on the Site Supervisor Agreement form and discuss your practicum goals based on your knowledge of areas where you know you need more instruction and/or review. Your district site supervisor may also have goals for you. The idea is that after you complete your practicum experience, you will have a "where with all" of educational diagnostician responsibilities across the PK-12 spectrum and across disability types. Please do include both your goals and the supervisor’s goals in your assignment submission. After the meeting has occurred, you will upload the final copy of your practicum goals to the course dropbox.

Task #2 Upload the following documents to the course dropbox before you begin your practicum experiences. A copy of the form is attached to each dropbox.

- If your district is not listed on the content page, send a copy of the Affiliation Agreement to your Special Education director requesting his or her signature on the agreement. A blank form is attached to the course dropbox.

- signed Site Supervisor Agreement – this is the form your mentor signs, not your special education director. A blank form is attached to the course dropbox.

- your site supervisor’s educational diagnostician certification record from the certification from SBEC web site

- signed Special Education Director Cooperating ISD Educational Diagnostician Agreement: Practicum Experiences. Remember you already had this form completed as part of your pre-admission process to the program so you will just upload your copy of the agreement.

- Dropbox Excel File Practicum Placement: I will need to turn this practicum placement information in to SFA’s Livetext representative so that your FEM module can be activated. Please allow 1 week for this to occur. A copy of the Excel file is attached to the dropbox. After you complete this task, I will email your site supervisor with an introduction video, Site Supervisor manual, and a Standards Based Observation rubric for their review. In the spring, your district site supervisor will review and score your SBO #3.

Task #3 Practicum Activity #2 Standards-Based Observation (SBO) #1 Video. This video is due by October 15th and it will be a 45-minute video recording of yourself completing educational diagnostician tasks. This recorded observation will require you to use your webcam, audio, and desktop sharing features. When you have your 45-minute observation video created, you will upload your video link and MP4 file to the course dropbox.
Weeks 8-10  
October 16 – November 5 due date

| Task #1 | Complete Case Study #2 (directions are located in the course dropbox). Be sure to check the dropbox for assignment feedback so that you do not make the same mistakes on Case Study 3. |
| Task #2 | Complete Case Study #3 |
| Task #3 | Complete Case Study #4 |

Weeks 11-12  
November 6  
November 19 due date

**Task #1** Complete a PWN and FIE for the WJ Cog / WJ ACH. The WJ (COG and ACH) Prior Written Notice (PWN) and Full and Individual Evaluation (FIE) will require you to apply timelines using current Fall dates. This is the testing you completed on a student using the WJ in SPED 5345 (formally SPE 545) and SPED 5344 (formally SPE 544). The module document (REVISED MASTER GUIDELINES FOR ESPED FIE) has sample FIE blurbs and you must incorporate this information as appropriate for your student. This FIE assignment will take significant time to complete. Please make sure you devote the necessary time to this assignment so that you earn a passing grade. If your district allows, you may use your districts ARD management system to complete this assignment.

Note: You will be uploading one of your graded FIE’s to Livetext at the end of the semester.

**Task #2** Complete Discipline Policy and Procedures in the course dropbox.

Weeks 13-15  
November 27 - December 10 due date

**Task #1** If applicable or required, complete your second PWN and FIE for the KABC / KTEA or WISC / KTEA. You must use current Fall assessment dates in these documents that comply with timelines. You will be uploading one of your graded FIE’s to Livetext at the end of the semester.

**Task #1 Livetext and FEM module:** By the end of the semester, you will need to have entered all of your fall semester practicum hours in the FEM module **Time Log.** If your practicum placement will be in the same district for the spring practicum semester, please wait until the end of the spring semester to attach your paper copies of the practicum logs (fall and spring) in the FEM module. So, for many standards, your paper logs will have information entered for both fall and spring experiences and your logs can
be signed at one time by your special education director and district site supervisor at the end of the semester. If your spring practicum placement will be in a different district, then you will need to have fall practicum logs signed and uploaded to the FEM module as attachments for the fall semester placement. Then, you will also have another set of practicum logs for the new district placement for the spring semester.

**Task #2** This semester, you will also need to create a Fall practicum reflection by educational diagnostician standard. You may create a video reflection or a 2-page written reflection. You will need to attach your graded fall practicum reflection to the FEM module this semester.

**Task #3** Please upload your best PWN and FIE to Livetext.

**Task #4** Please upload your passing criteria Certifyteacher Educational Diagnostician Random Full-Length Exam to Livetext under SPED Comprehensive Mastery Exam (Program).

**Task #5** Please be sure to print or save a copy of the Educational Diagnostician Practicum manual (located in the Getting Started Module) which contains directions for filing your Educational Diagnostician TExES with SFA’s certification officer. This completed document will be submitted to edcert@sfasu.edu at the end of the spring semester and after you have passed your #253 Educational Diagnostician TExES. I have already turned in your Teacher Service Record (TSR) and your certification record.

In summary, the following items will be uploaded to Livetext as an assignment or attached in the FEM module to close the semester.

Livetext Course Assignments:

- Passing criteria Certifyteacher Educational Diagnostician Random Full-Length Exam under the SPED Comprehensive Mastery Exam (Program) assignment.
- PWN/FIE under the PWN/FIE assignment

FEM Module

- (graded) Fall Practicum Reflection by educational diagnostician standard.

Wishing you a WONDERFUL holiday season!

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**VI. Readings**

Text and technology requirements:

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

Scroll until you see the following and then choose the TExES (253) Educational Diagnostician Exam Secrets (ebookdownload).

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

2. Certifyteacher TExES study software

There is a Promo Code for SFA students that reduces the software price to $35.00. Please read the information below so that you know how to use the Promo Code.

Thank you for contacting Certifyteacher. SFA does have a student promo code. The promo code is: JACKS4728. This promo code has no expiration date and is available for SFA candidates. Below, you will find the Promo Code rates that are unique to SFA program. The candidates must signup/sign in using their university-given email (ending in @jacks.sfasu.edu) in order for the promo code to work. If any candidates would like to use a personal email (yahoo, gmail, etc.), please let certifyteacher know.

Promo Code Discounted Rates
Content Titles (Core Subjects EC-6, 4-8, 7-12, PPR, etc...): $35/student – compare to $80 regular price
A Promo Code will only provide a discount on the current purchase. Orders that have been placed and submitted for payment at the regular price cannot be processed for a discount after the purchase has been finalized.

*Please note that promo codes do not apply to our Study Guides or our bundled products. Discounts can only be applied to our Test Prep Solutions.

3. Federal Regulations side-by-side

4. TEXES Study Guide


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

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
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.

**QClassroom Statement:** This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

**VII. Course Evaluations**

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins 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 summarized data will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy**

**Important course related policies:**

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4
Additional Information

Code of Ethics for the Texas Educator:

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.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. 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 eligibility 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.

In addition, you must complete the fingerprinting process when you apply for certification. 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.

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.

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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

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 in the Announcement section of the course or by course email. 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.

Alignment Between Accreditation Standards and Assignments

CAEP – Council for the Accreditation of Educator Preparation
Assignment Descriptions

- **FEM Practicum/Field Experience** – The Live Text FEM module is the data management account system that is used to document educational diagnostician practicum experiences. The following items are uploaded to the FEM module: You will need to upload the following items: Signed Mentor (Cooperating Educational Diagnostician) Agreement Letter, cooperating educational diagnostician’s (supervisor) teacher certification from SBEC web site, signed (Special Education Director) Cooperating ISD Educational Diagnostician Agreement: Practicum Experiences, signed Practicum Experience Logs with supporting documentation and reflections, completed Educational Diagnostician Practicum Performance Evaluation.

CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in the standards of Specialized Professional Associations and other accrediting bodies. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.

- **WJ FIE** – Using an electronic ARD paperwork system, the candidate will add referral information necessary to complete an FIE and then complete an FIE (Parts 1 and 2) using his or her WJ COG, WJ ACH, and KeyMath assessment information.

CAEP 1.2 Providers ensure that completers use research and evidence to develop an understanding of the profession and use both the measure student progress and their own professional practice. CEC 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

- **WISC FIE** - Using an electronic ARD paperwork system, the candidate will add referral information necessary to complete an FIE and then complete an FIE (Parts 1 and 2) using his or her WISC or WAIS, WIAT, and Gray reading or OWLS assessment information.
CAEP 1.2 Providers ensure that completers use research and evidence to develop an understanding of the profession and use both the measure student progress and their own professional practice. CEC 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

- **Practicum/Visits** - documented through your submission of a Standard-Based Observation (SBO) video (45 minutes in duration). Your SBO will be evaluated using CEC Standards and TExES Educational Diagnostician standards.

CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in the standards of Specialized Professional Associations and other accrediting bodies. CAEP 2.1 Partners for clinical preparation share responsibility for continuous improvement of candidate preparation. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. ISTE 9 - the candidate engages in on-going professional learning and uses evidence to continually evaluate his or her practice. CEC 2.2 Special education specialists continuously broaden and deepen professional knowledge and expand expertise with instructional technologies to support access to learning content. CEC 3.3 Special Education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. CEC 4.2 Special Education specialists use knowledge of professional literature to improve practices with individuals with exceptionalities and their families. CEC 6.1 Special Education specialists have a comprehensive understanding of the history of special education, legal policies, ethic standards, and emerging issues that inform special education specialist leadership. CEC 7.0 Special Education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities. ISTE 1C Model collaborate knowledge by engaging with colleagues in virtual environments. . ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. ITSE 4 Promote and model digital etiquette and responsible social interactions related to the use of technology and information. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 2 The Educational Diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities. TExES Standard 3 The Educational Diagnostician develops collaborative relationships with families, educators, the school, and related service personnel. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. TExES Standard 5 The Educational Diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the
presence of educational need. TEExES Standard 6 The Educational Diagnostician interprets appropriate formal and informal assessments and evaluations. TEExEs Standard 7 The Educational Diagnostician applies knowledge of ethnic, linguistic, cultural and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction. TEExES Standard 8 The Educational Diagnostician knows and demonstrates the skills necessary for scheduling, time management, and organization.

- **Completing an electronic Full and Individual Evaluation, FIE.**

TEExES Standard 1 The Educational Diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations.

- **Mentor Evaluation (completed in the spring semester) -** This performance evaluation is designed to encourage professional growth and positive communication between the educational diagnostician practicum candidate, district mentor, and practicum course instructor. Directions: At the beginning of the practicum experience, the SFA educational diagnostician candidate will provide the cooperating district mentor with a copy of this Practicum Performance Evaluation. Near the end of the practicum experience, the SFA candidate will arrange a time to meet with the cooperating district mentor to review and complete the Practicum Performance Evaluation together. The candidate will need to bring copies of their practicum log in order to verify some evaluation items for the district mentor. The evaluation form should be signed by both parties and then forwarded to the SPE 555 Practicum course instructor for review and signature.

Evaluation Key Rating Definitions: 1 Exceeds expectations, 2 Meets expectations, 3 Development needed; NA Not applicable to this practicum experience.

CAEP 2.2 Partners ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation and share accountability for candidate outcomes. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.