

Master's of Special Education Educational Diagnostician



Program Handbook

College of Education

Department of Language, Literacy and Special Populations
Sam Houston State University
Huntsville, Texas 77341
936.294.1108

Special Education

Masters of Education Program Handbook Certification Programs

Program Overview

The general goal of the masters degree program in special education is to prepare for professional educators with advanced competencies related to the field of special education. Students are prepared to practice in accordance with the Code of Ethics and the Code of Ethics and Standard practices for Texas Educators adopted by the Council for Exceptional Children (CEC). Educational Diagnostician certification and Generic Special Education are offered in conjunction with a Masters in Education.

Graduate Faculty in Special Education

Paula Adams, Ed.D.	Generic Special Education Low Incidence Disabilities Legal Issues	294.1107
Sharon Lynch, Ed.D.	Generic Special Education Educational Diagnostician Low Incidence Disabilities	294.1122
Cynthia Simpson, Ph.D.	Generic Special Education Educational Diagnostician Early Childhood Special Education	294.1238
Philip Swicegood, Ed.D.	Generic Special Education Learning Disabilities Behavioral Disorders	294.1114

Sam Houston State University

Sam Houston State University, located in Huntsville, Texas, serves one of the most diverse populations of any educational institution in the state. The university is committed to the development of its creative resources so that it can adapt to the changing educational needs of its constituency while maintaining the highest quality in the traditional curricula. Created by the Texas legislature in 1879 as Sam Houston Normal Institute its purpose was to train teachers for the public schools of Texas. During the following four decades, instruction was offered in the natural sciences, agriculture, home economics, manual training, geography, sociology, and foreign languages. The baccalaureate degree was first awarded in 1919.

The next twenty years witnessed rapid and dramatic changes, including a name change to Sam Houston State Teachers College in 1923. Two years later, the college was admitted to membership in the Southern Association of Colleges and Schools (SACS) as an accredited institution of higher learning. The institution began to expand its programs, and a graduate degree was authorized in 1936, a development which expanded the curriculum from its sole emphasis on teacher training to emphases on preparation in a variety of fields.

Following World War II, an increase in students and faculty as well as a wide range of faculty-research activities provided impetus for the emergence of a multipurpose institution. By 1960, about 25 percent of the graduating seniors were receiving degrees in fields other than teaching. Degrees were offered in the social and communication sciences; the biological, physical, and soil sciences; business administration; the fine arts; the humanities; and education. A growing emphasis on research allowed faculty to make significant contributions in their fields beyond the classroom, and these activities were accompanied by an increasing diversity in the student body as more out-of-state and foreign students began seeking degrees at Sam Houston. In recognition of these developments, the institution's name was changed by the Texas legislature to Sam Houston State College in 1965, and in that year the Texas legislature established as an integral part of the institution The Institute of Contemporary Corrections and the Behavioral Sciences.

During the following years, there was a rapid increase in the enrollment of students with diversified backgrounds, interests and aspirations, which necessitated continuous examination of programs, faculty, and facilities. The number of graduate degrees conferred increased significantly in the late 1960's, and the Texas legislature, recognizing the changes that had taken place during the course of the institution's history, changed the name of the institution to Sam Houston State University in 1969.

In the decade of the 1970s and 80s, the university continued to expand its offerings to keep pace with its dynamic environment by adding degree programs in such fields as computer science and environmental science. New graduate degrees, such as the Master of Library Science, the Master of Fine Arts, the Doctor of Philosophy in Criminal Justice, and the Doctor of Education Degree in Educational Leadership were added. Significant

improvement in faculty credentials and growth in faculty research activities accompanied these additions.

Currently Sam Houston State University, a member institution of the Texas State University System, is organized academically into five colleges: Arts and Sciences, Education, Humanities and Social Sciences, Business Administration, and Criminal Justice. Candidates are offered an extensive range of bachelor and master's degrees, as well as the Doctor of Philosophy Degree in Criminal Justice and the Doctor of Education Degree in Educational Leadership. The university is recognized regionally, nationally, and internationally for the quality of its faculty and programs.

Masters of Special Education Degree Program Goals and Objectives

The College of Education has as its logo “Enhancing the Future Through Educator Preparation”—through programs dedicated to collaboration in instruction, field experience and research the candidates in SHSU’s Educator Preparation acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies these candidates learn to plan, implement, assess, and modify instruction in order to meet the needs of our communities’ diverse learners. Within this framework the following goals and objectives were established for the special education masters program.

Mission

Our program's mission is to develop reflective practitioners with depth and breadth of knowledge in the theories, research, methods and strategies of effective instruction in the least restrictive environment for learners with special needs.

Goals

Our goals are to develop:

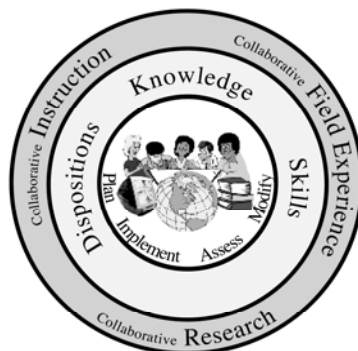
1. **Learner-centered knowledge** where the practitioner possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful programs and services for all students.
2. **Learner-centered assessment and instruction** where the practitioner collaboratively uses non-discriminatory assessment results to plan, and assesses instruction to create a learner-centered community in the least restrictive environment.
3. **Equity in excellence for all learners** where practitioner collaborates with other professionals to plan and recommend programs and instructional methods for diverse groups of learners.

4. **Learner-centered communication.** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. **Learner-centered professional development.** The practitioner is dedicated to all students' success and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

Objectives

The SHSU Special Education Masters Degree Graduate will demonstrate strengths in three strategic teaching competencies: knowing the concepts, principles, research, and discourse of the special education profession; applying this knowledge to improve inclusive teaching practice, and possessing a disposition that reflects an appropriate ethical stance and professionalism. Specifically, we want our graduates to:

1. know the theories and research of the field of special education and apply them to improve instruction for learners with special needs;
2. apply scientifically based instructional practices;
3. know and use appropriate assessment tools with individuals and apply the results to develop appropriate instructional strategies with diverse learners, preschool through adult;
4. use technology to manage professional responsibilities and to support learning and teaching;
5. work collaboratively with children, parents, administrators, and colleagues;
6. advocate for the rights of children and adults with disabilities;
7. serve as change agents through professional involvement and advocacy;
8. be reflective practitioners;
9. demonstrate a high level of professionalism and a commitment Council For Exceptional Children's Code of Ethics.



Enhancing The Future
Through Educator Preparation

The Educational Diagnostician Program at Sam Houston State University consists of a 45-hour course of study leading to a Master of Education Degree in Special Education and certification as an Educational Diagnostician.

Admissions Procedure

The first step in the process is to apply for Graduate Studies at Sam Houston State University. To do this, go to http://www.shsu.edu/~grs_www/ and complete the application for Graduate Studies.

1. Have all transcripts mailed to the Coordinator of Graduate Studies, P.O. Box 2478, Sam Houston State University, Huntsville, Texas 77341-2478
2. Schedule your GRE (Sylvan Learning Center or other convenient site) or the Miller's Analogies Test at SHSU through the Counseling Center at 936.294.1720, or you may schedule this test at another administration center.
3. You may register for and take 2 classes before your GRE or Miller's scores are complete under "Conditional Admission". You need an acceptable GRE score or Miller's score be admitted without "conditions".
4. Schedule advisement after you receive your letter of approval for admission.
5. Work toward your Master's Degree in Special Education, following the course sequence for Educational Diagnostician.
6. It is very helpful to register during early registration (available after your first semester). Otherwise, some classes are filled (particularly those at the University Center); others are cancelled if there is not sufficient enrollment.
 - o Note that some courses have strict prerequisites:
 - SPD 595: SPD 537, EED/SED 593
 - SPD 677: SPD 595
 - SPD 678: SPD 677
 - SPD 679: SPD 678
7. You can graduate with your Master's Degree at the end of the semester in which you will have earned 36 hours toward your Educational Diagnostician certification.
8. You must apply for graduation by the following times:
 - in early April for December graduation
 - in early October for May graduation
 - in late February for August graduation

9. Before graduation you need to pass written and oral comprehensive examinations. To apply to take comprehensive examinations, contact Ms. Goodner at lls_dsg@shsu.edu in the Language, Literacy and Special Populations Office at the beginning of the semester in which you expect to graduate. Due to faculty vacations and absences during the summer, comprehensive examinations are scheduled only during the Spring and Fall.
10. Most students are employed as educational diagnosticians during the Practicum, SPD 679. This course is generally taken at the end of your program.
11. The TExES for Educational Diagnosticians is a rigorous examination that is taken during the last semester of coursework in your 45-hour program.

You apply for certification as an Educational Diagnostician after completing the 45-hour program and passing the Educational Diagnostician TExES.

Graduate Studies Admission Criteria

1. A bachelor's degree from an accredited institution.
2. A 2.8 GPA (4.0 scale), on last 60 hours of courses before earning the bachelor's degree or at least 2.5 GPA on all previous college studies (some programs require higher GPA).
3. Official scores from standardized tests such as the Graduate Record Exam (GRE) general test. The College of Business Administration requires an official score on the Graduate Management Admission Test (GMAT). In making an admission decision, results from these standardized tests are used along with other factors to assess an applicant's potential for successful graduate studies performance.
4. State required immunizations.

An applicant who does not meet the requirements for admission may qualify for conditional admission. (No conditional admission for international students.)

Advising Procedures

An advisor will be assigned upon receipt of your application to Graduate Studies in the Department of Language, Literacy and Special Populations. Meet with your advisor regularly to assure that no surprises occur in your program scheduling. Keep your advisor informed of any changes in your email or mailing address. If you do not check your SHSU email account regularly you might want to have your account forwarded to the address you check most frequently- call the help desk at 936.294.1150 for assistance. Each graduate student is responsible for becoming familiar with the rules and regulations pertaining to graduate study and the requirements for advanced degrees.

Educational Diagnostician Practicum Experience

Practicum requirements are uniquely designed to prepare personnel for the challenging role of the educational diagnostician. Each practicum and internship requires a combination of assessment and in-class experiences including actual testing experience, in-class activities, and assignments.

1. Practicum assignments are based on TEA and CEC guidelines (attachment).
2. In-class and out of class assignments constitute approximately 150 hours of preparation, testing, and analysis of assessment data.
3. All experiences and internship requirements must be approved by a university supervisor.
4. General criteria for satisfactory performance in the internships are provided in the individual course syllabi.

Program Standards

Each Course syllabus indicates on the Standards matrix which state and national standards are addressed in that course. Council for Exceptional Children (CEC) Knowledge and Skill Base for all Beginning Educational Diagnosticians Standards, State Board for Educator Certification (SBEC) Standards for Educational Diagnostician Certificate and Special Education Standards are included as an attachment to this handbook. Candidates should become familiar with these sets of standards.

Recommended Course Sequence for Educational Diagnostician Program

The courses for the Educational Diagnostician Program are listed below, along with the usual semester and site. Times and sites may vary from one semester to the next.

Course	Usual Semester Offered	Prerequisites
SPD 535: Education of Individuals with Disabilities	Fall/University Center	
SPD 537: Assessment in Special Education	Fall semester, site rotates between Huntsville and the University Center	
EED/SED 593: Assessment of Learning	Spring, Fall, Summer semesters at both Huntsville and the University Center	

SPD 631: A Study of Behavior Disorders in Children	Spring semester, site rotates between Huntsville and the University Center	
EED/SED 597: Human Growth and Development	Spring, Fall, Summer semesters- site rotates between Huntsville and the University Center	
SPD 637: Classroom Management and Parent Involvement in Special Education	Summer semester, site rotates between Huntsville and the University Center	
SPD 562: Study of Cognitive and Low Incidence Disabilities	Summer semester at the University Center	
SPD 567: Seminar in Learning Disabilities or ASE 660	Spring semester in Huntsville Summer semester at the University Center	
SPD 568: Teaching Methods for Learners with Mild to Moderate Disabilities	Fall semester, site rotates between Huntsville and the University Center	
RDG 530: Foundations of Literacy	Spring semester online and Fall semester in Huntsville	
SPD 595: Psychometrics II: Individual Tests of Intelligence	Spring, Fall, Summer semesters in Huntsville	SPD 537, EED/SED593, departmental approval
SPD 538: Practicum and Methods in Special Education	Spring semester at the University Center	Requires extensive field experience to implement classroom and individual interventions
SPD 677: Assessment of Young Children and Low Incidence Populations	Spring semester on campus	SPD 595, departmental approval
SPD 678: Seminar in Special Education	Summer semester at the University Center	SPD 677, departmental approval
SPD 679: Practicum for Educational Diagnosticians	Fall semester at the University Center	SPD 678, departmental approval

Frequently Asked Questions

Q: What do I do to complete my program?

Follow these steps:

1. Complete an application form (found in the back of the graduate catalogue or at <http://www.shsu.edu/administrative/policies/forms/gradadm.html>)
2. Make sure that you send in your transcripts of all other previous coursework.
3. Then schedule to take your GRE at Sylvan Learning Center or other administration center
or
schedule your Miller's Analogies Test at SHSU through the Counseling Center at 936.294.1720 or you may schedule this test at another administration center.
4. Submit the required application forms to the Department of Language, Literacy and Special Populations for Special Education Committee Review.
5. You should receive a letter regarding conditional admission if you have not taken your GRE or Miller's Analogies Test. You can take 6 hours prior to taking the GRE/Miller's.

Q: What do I need to do to register for classes?

You can go to the SHSU web page at <http://www.shsu.edu/schedule/> for instructions or you can call the Graduate Studies Office at 936.294.1971 regarding catalogues, class schedules, housing, financial aid or other information.

Q: How do I set up my computer account in order to register?

You can do this online at <http://www.shsu.edu/saminfo/comp-menu.html>. While you are addressing this need, go ahead and set up your mail forwarding (so that your professors can send e-mail to your home account) if you use a computer account other than your SHSU account. To set up mail forwarding go to <https://www.shsu.edu/saminfo/mail-acct.html>

Q: What is the sequence for taking classes?

The following courses are required prerequisites with admission by instructor:

- SPD 537 and SED/EED 593 before SPD 595
- SPD 595 before SPD 677
- SPD 677 before SPD 678
- SPD 678 before SPD 679
- SPD 677-678-679 are generally taken as a spring-summer I-fall sequence at the end of your program.
- SPD 535 is a survey course that is generally taken at the beginning of the program.

- SPD 538 requires considerable fieldwork in a school site where you can implement individual interventions. If you are new to education, you will need to have completed sufficient coursework to implement interventions.
- Other courses may be scheduled at your convenience.

Q: What courses are required for the Educational Diagnostician Program?

SPD 535, SPD 537, SPD 538, SPD 562, SPD 568, SPD 631, SPD 637, SPD 677, SPD 678, SPD 679, ASE 660 or SPD 567, EED/SED 593, EED/SED 597, SPD 595, RDG 530

Q: What is the procedure for registering for SPD 595?

Since several programs (clinical psychology, doctoral program in forensic psychology, school psychology, educational diagnosticians) require this course, there may be substantial waiting period for enrollment. Please contact Dr. Cynthia Simpson (with your SS# for clearance) at lls_cxs@shsu.edu as soon as you know the semester in which you plan to enroll. You must have completed the prerequisites (SPD 537, EED/SED 593) prior to taking this class. This course is rarely available in the summer and is seldom full in the spring.

Q: What is the procedure for registering for SPD 677-678-679?

Contact Dr. Lynch (with your SS# for clearance) to be placed on the approved list for the semester in which you plan to enroll.

Q: What is required to be certified as an Educational Diagnostician?

Certification as an Educational Diagnostician requires that you complete your Master's Degree in Special Education (36 hours), pass Comprehensive Examinations, complete all 45 hours of the Diagnostician Program (9 hours beyond your Master's, including your Practicum, SPD 679), and successfully complete the ExCET Examination for Educational Diagnosticians.

Q: How do I register for Comprehensive Examinations?

Contact Ms. Alexander at 936.294.4045 at the beginning of the semester in which you plan to take your comprehensive exams (the semester in which you plan to graduate). Examinations are scheduled in the Spring and Fall semesters. Specific guidelines are attached.

Q: When can I take my TeXES for Educational Diagnostician?

This is a rigorous examination that should be taken during your last course in the program.

Q: What is the course sequence for Cy-fair Cohort II?

Spring, 2004

SPD 535: Education of Individuals w/Disabilities
RDG 530: Foundations of Literacy

Summer I, 2004

SPD 537: Assessment in Special Education
SPD 637: Classroom Management and Parent Involvement in Special Education

Summer II, 2004

SPD 631: A Study of Behavior Disorders in Children
SPD 562: Study of Cognitive and Low-Incidence Disabilities

Fall, 2004

SPD 567: Seminar in Learning Disabilities
SPD 568: Teaching Methods for Learners with Mild to Moderate Disabilities

Spring, 2005

SPD 538: Practicum and Methods in Special Education
EED/SED 593: Measurement and Evaluation in the School

Summer I, 2005

EED/SED 597: Human Growth and Development
SPD 678: Seminar in Special Education

Summer II, 2005

SPD 587: Individual Assessment of Cognitive Functioning/Wechsler Scales

Fall, 2005

SPD 677: Assessment of Young Children and Low-Incidence Populations

Q: Can you be hired as an educational diagnostician before completing the program?

To be hired as a diagnostician, you need an emergency permit. Some districts have lead teachers in special education who conduct ARD's and do some testing. Most students are employed as diagnosticians during their practicum, SPD 679.

Q: What about an emergency permit?

You apply for this emergency permit through your school district. Your district will send your paperwork through the certification office at SHSU. Sam Houston will issue an emergency permit through the Certification Officer (Mollie Doughtie, 936.294.1105) if you meet the following conditions: at least 30 hours completed in the Diagnostician Program, 6 hours of testing classes completed with a grade of B or better, including SPD 595 with a grade of B or better.

Q: What is the course sequence for the University Center Educational Diagnostician Program?

Summer I, 2004

EED 593: Assessment of Learning

Summer II, 2004

SPD 562: Study of Cognitive and Low-Incidence Disabilities

Fall, 2004

SPD 535: Education of Individuals w/Disabilities

SPD 537: Assessment in Special Education

RDG 675: The administration and Supervision of Literacy Programs

Spring, 2005

SPD 538: Practicum and Methods in Special Education

SPD 567: Seminar in Learning Disabilities

Summer I, 2005

EED 593: Measurement and Evaluation in the School

SPD 637: Classroom Management and Parent Involvement in Special Education

Summer II, 2005

EED 597: Human Growth and Development

Fall, 2005

SPD 595: Individual Assessment of Cognitive Functioning/Wechsler Scales
RDG 688: The politics of Literacy

SPRING, 2006

SPD 631: A Study of Behavior Disorders in Children
SPD 677: Assessment of Young Children and Low-Incidence Populations

Summer I, 2006

SPD 678: Seminar in Special Education

Summer II, 2006

ASE 660: Psychology of Learning

Fall 2006

SPD 568: Teaching Methods for Learners with Mild to Moderate Disabilities
SPD 679: Practicum for Educational Diagnosticians

Comprehensive Exams

Comprehensive examinations are administered during the final semester of the student's coursework to assess the student's level of knowledge gained throughout the master's degree program. High grades in courses do not necessarily guarantee success on the comprehensive exam.

The application to complete comprehensive exams can be obtained from Donna Goodner in the Teacher Education Center Room # 230. You may also call 936.294.4045 and request that an application be mailed to you. Specific application due dates will be included in your packet.

If a student with a disability is in need of special arrangements in order to take comprehensive exams they must register with the counseling center and provide university modification sheets with their application. The student should also take responsibility to discuss individual needs with his/her advisor.

PRINCIPLES AND ROLES GOVERNING COHORT PROGRAMS FOR EDUCATIONAL DIAGNOSTICIANS

Class size: Enrollment should be sufficient to allow for attrition but large enough to ensure that classes make. Class size should allow individual attention toward desired professional competencies and outcomes. Cohort programs will admit a maximum of twenty students. This arrangement will allow SHSU faculty to prescribe and evaluate student work, including assessments and evaluations, with the required degree of scrutiny. University policy requires ten students for an off-campus class. If class size drops below ten, then the program would not be continued off campus.

Recruitment: Each cohort school district will take an active role in publicizing and recruiting interested students for the courses. Incentives such as stipends, tuition payments, fee payments (technology, test kits, etc.), furnishing course textbooks, or the provision of release time for class attendance are possible, but at the discretion of the district.

Textbooks and Course Materials: The school district special education administration and SHSU faculty will collaborate about identifying materials and textbooks for upcoming courses. In general, the university faculty will select textbooks for courses taught by adjunct faculty. Cohort members may choose to order their texts on-line or the school district may elect to order a set in bulk. Information regarding titles and publishers will be provided so that the school district can secure the needed teacher editions and supplemental materials. Any instructional materials, syllabi, assignments or tests designed by university faculty and provided for use by adjunct faculty, will be considered the property of Sam Houston State University. Instructional materials may only be used for cohort classes. Tests and other assessments should be treated as secured materials. Test kits will be furnished by the cohort district for summer assessment classes.

Advisement: Each student in the cohort program will have an assigned faculty advisor. This individual will assist the graduate student in planning for a predictable transition through the program. Course sections that are specifically provided for cohort programs will be clearly identified in the SHSU schedule of courses. Advisors will be faculty in the Special Education program. Some program questions may be handled by referring to the website – Q & A's.

Faculty: Faculty from the educator preparation program at SHSU will assume the primary responsibilities for delivering instruction. Individuals within the cohort school district who possess terminal degrees will instruct classes as agreed between the district) and SHSU planning teams. The Individual Assessment Course, SPD 595 will be taught by SHSU faculty as a residency course, either at SHSU or the University Center.

Standards: The professional knowledge and skills deemed necessary for educational diagnosticians will be based on the TExES professional domains (State Board for Educator Certification) and from the Council for Exceptional Children's (CEC) statements of professional competencies. Specific course objectives will be aligned with both these state

and national standards. The Conceptual Framework for the Educator Preparation program at SHSU provides the overarching focus for program design and evaluation.

Location and Resources: Faculty in the educator preparation program, primarily those within the education diagnosticians program (Department of Language, Literacy, and Special Populations) will deliver coursework in locations specified within the designated Cohort School District. The SPD 595 course will be taken in residency, either on the SHSU campus of the University Center. Classroom space should include adequate seating, overhead projector, computer with projection capability for PowerPoint presentations, and a VCR. Preferably, computers should have compatibility with both PC and Apple (MacIntosh) operating systems since faculty in the educator preparation program utilizes both.

Admission and Course Enrollment: Cohort students are responsible for contacting the Graduate School at SHSU and moving through the appropriate sequence of admission activities, including formal application, GRE or Miller Analogies scores, etc. University policy allows candidates to take up to six semester hours prior to providing the appropriate GRE or Miller's scores. Refer to the Graduate Catalog and Educational Diagnostician Handbook for further information. Information on application and admission to the Graduate School is also available at the SHSU website (www.shsu.edu).

Enrollment in courses will follow the usual sequence, including on-line registration as detailed in the semester course listings. Brief descriptions of individual courses are available in the SHSU Graduate Catalog.

On-Line Connections: Announcements, PowerPoint presentations, assessments, on-line group discussions, and other course postings are options to be encountered during cohort course work. Candidates should secure access to the appropriate hardware and software for interfacing with the instructor's postings, including email communication. The University's **Blackboard** system will be the on-line vehicle. Candidates should familiarize themselves with the workings of the system.

Degree Plans: Candidates will have a degree plan detailing the requisite course of study, including transfer work accepted from other institutions. Decisions about transfer work will be made within the Department and no more than six hours of transfer work are typically accepted. This plan will be formulated upon completion of at least twelve semester hours of graduate coursework. Degree plans will be kept in the departmental office (L.L.S.P.). Audits to the degree plan will be done during the candidate's last semester prior to graduation. Refer to the Graduate Catalog and Educational Diagnostician Handbook for further information.

State-Mandated Examinations: During the last semester of course work, student in the Graduate program for educational diagnosticians are able to take the required TExES exam. For those who do not possess Certification in Generic Special Education, they will arrange to take the Generic Special Education TExES prior to undertaking the diagnostician coursework such as the Individual Assessment course, Practicum, etc.

Comprehensive Examinations: Written and oral comprehensive examination will take place following the candidate's completion of 30 semester hours of graduate coursework. Candidates should view the examination as an opportunity to demonstrate their depth of knowledge, acquisition of best practices-based competencies, command of the professional literature and research, and ability to "go beyond" the required coursework. Applications may be obtained from the Department of Language, Literacy, and Special Populations.

Program Completion and Practicum: The final semester of the candidate's program will entail their demonstration of professional competencies in a school setting. An on-site mentor and a university supervisor will judge the performance of the candidate. The final compilation of the diagnostician portfolio will take place during this period.

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 239	STUDENT SERVICES CERTIFICATES
SUBCHAPTER C	EDUCATIONAL DIAGNOSTICIAN CERTIFICATE
RULE §239.83	Standards for the Educational Diagnostician Certificate

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- (a) The knowledge and skills identified in this section must be used by educational diagnostician preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the Standard Educational Diagnostician Certificate. These standards must also serve as the foundation for the professional growth plan, and continuing professional education activities required by §239.85 of this subchapter (relating to Requirements to Renew the Standard Educational Diagnostician Certificate).
- (b) Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.
- (1) The beginning educational diagnostician knows and understands:
- (A) state and federal regulations relevant to the role of the educational diagnostician;
 - (B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;
 - (C) models, theories, and philosophies that provide the basis for special education evaluations;
 - (D) issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and
 - (E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.
- (2) The beginning educational diagnostician is able to:
- (A) articulate the purpose of evaluation procedures and their relationship to educational

programming; and

(B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.

(c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

(1) The beginning educational diagnostician knows and understands:

(A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;

(B) ethical practices related to assessment and evaluation;

(C) qualifications necessary to administer and interpret various instruments and procedures; and

(D) organizations and publications relevant to the field of educational diagnosis.

(2) The beginning educational diagnostician is able to:

(A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;

(B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;

(C) promote and maintain a high level of competence and integrity in the practice of the profession;

(D) exercise objective professional judgment in the practice of the profession;

(E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;

(F) comply with local, state, and federal monitoring and evaluation requirements;

(G) use copyrighted educational materials in an ethical manner; and

(H) participate in the activities of professional organizations in the field of educational diagnosis.

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

(1) The beginning educational diagnostician knows and understands:

(A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;

(B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;

(C) strategies for developing educational programs for individuals through collaboration with team members;

(D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and

(E) family systems and the role of families in supporting student development and educational progress.

(2) The beginning educational diagnostician is able to:

(A) use collaborative strategies in working with individuals with disabilities,

parents/caregivers, and school and community personnel in various learning environments;

(B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;

- (C) foster respectful and beneficial relationships between families and education professionals;
 - (D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;
 - (E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;
 - (F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;
 - (G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;
 - (H) use appropriate communication skills to report and interpret assessment and evaluation results;
 - (I) provide assistance to others who collect informal and observational data;
 - (J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and
 - (K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications).
- (e) Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
- (1) The beginning educational diagnostician knows and understands:
 - (A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services;
 - (B) the relationship between evaluation and placement decisions; and
 - (C) the role of team members, including the student when appropriate, in planning an individualized program.
 - (2) The beginning educational diagnostician is able to:
 - (A) use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
 - (B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and
 - (C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.
- (f) Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
- (1) The beginning educational diagnostician knows and understands:
 - (A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
 - (B) educational implications of various disabilities; and
 - (C) the variation in ability exhibited by individuals with particular types of disabilities.
 - (2) The beginning educational diagnostician is able to:
 - (A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;
 - (B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and
 - (C) use various types of assessment and evaluation procedures appropriately to identify

students with disabilities and to determine the presence of an educational need.

(g) Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The beginning educational diagnostician knows and understands:

- (A) basic terminology used in assessment and evaluation;
- (B) standards for test reliability;
- (C) standards for test validity;
- (D) procedures used in standardizing assessment instruments;
- (E) possible sources of test error;
- (F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
- (G) uses and limitations of each type of assessment instrument;
- (H) uses and limitations of various types of assessment data;
- (I) procedures for screening, prereferral, referral, and eligibility;
- (J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
- (K) the necessity of monitoring the progress of individuals with disabilities;
- (L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and
- (M) methods of motor skills assessment.

(2) The beginning educational diagnostician is able to:

- (A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
- (B) select and use assessment and evaluation materials based on technical quality and individual student needs;
- (C) score assessment and evaluation instruments accurately;
- (D) create and maintain assessment reports;
- (E) select or modify assessment procedures to ensure nonbiased results;
- (F) use a variety of observation techniques;
- (G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
- (H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
- (I) determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
- (J) make recommendations based on assessment and evaluation results;
- (K) prepare assessment reports; and
- (L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.

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

(1) The beginning educational diagnostician knows and understands:

- (A) issues related to definition and identification procedures for individuals with

disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
(B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;

(C) issues related to the representation in special education of populations that are culturally and linguistically diverse;

(D) ways in which diversity may affect evaluation; and

(E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

(2) The beginning educational diagnostician is able to:

(A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and

(B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.

(i) Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

(1) The beginning educational diagnostician knows and understands:

(A) time management strategies and systems appropriate for various educational situations and environments;

(B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and

(C) methods for organizing, maintaining, accessing, and storing records and information.

(2) The beginning educational diagnostician is able to:

(A) select, adapt, or design forms to facilitate planning, scheduling, and time management;

(B) maintain eligibility folders; and

(C) use technology appropriately to organize information and schedules.

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

(1) The beginning educational diagnostician knows and understands:

(A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;

(B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;

(C) ethical considerations inherent in behavior interventions;

(D) teacher attitudes and behaviors that influence the behavior of individuals with disabilities;

(E) social skills needed for school, home, community, and work environments;

(F) strategies for crisis prevention, intervention, and management;

(G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and

(H) key concepts in behavior intervention (e.g., least intrusive accommodations/modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).

(2) The beginning educational diagnostician is able to:

(A) conduct functional behavioral assessments;

- (B) assist in the development of behavioral intervention plans; and
- (C) participate in manifestation determination review.
- (k) Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.
 - (1) The beginning educational diagnostician knows and understands:
 - (A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;
 - (B) varied learning styles of individuals with disabilities;
 - (C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;
 - (D) techniques for modifying instructional methods and materials for individuals with disabilities;
 - (E) functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);
 - (F) supports needed for integration into various program placements; and
 - (G) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).
 - (2) The beginning educational diagnostician is able to:
 - (A) interpret and use assessment and evaluation data for instructional planning; and
 - (B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.