



SAM HOUSTON STATE UNIVERSITY

SPED 6312 PRACTICUM FOR EDUCATIONAL DIAGNOSTICIANS FALL 2017

SPED 6312 is a required course for Educational Diagnostician Certification.

College of Education Department of Language, Literacy and Special Populations

Instructor: Dr. Prasopsuk Y. Pinto
TEC 111B
P.O. Box 2119/SHSU
Huntsville, Texas 77341
936-294-4025 Office
pyp001@shsu.edu

Office hours: Campus Tuesdays 8:30 - 11:30;
Campus Wednesday 1:30 – 4:00;
TWC Thursdays 3:30 - 5:00;
Campus Fridays by appointment

Course Format: This course includes face-to-face interaction between instructor and candidates, online activities, and field experience.

Day and time the class meets: Thursdays; 5:30-8:20 p.m.

Location of class: The Woodlands Center, room 334

Course Description: This course provides a field-based practicum for students seeking certification as an educational diagnostician. It is designed to provide intensive study in the role of the educational diagnostician.

Textbooks:

1. IDEA (Individuals with Disabilities Education Act) FINAL REGULATIONS, 34 CFR Part 300 Assistance to States for the Education of Children with Disabilities from the August 14, 2006 Federal Register. This document is available in an electronic format on the TEA-Special Education Website at: <http://framework.esc18.net/Documents/Side-by-Side%20MAR%202012.pdf>
2. Chapter 89. Adaptations for Special Populations - Subchapter AA. Special Education Services. This document is also available in an electronic format at: <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html>

3. Texas Education Code Chapter 29. This document is in an electronic format at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm>
You will need selected sections from Chapter 29.
4. Legal Framework for the Child Centered Special Education Process from Region 18: <http://framework.esc18.net/display/Webforms/LandingPage.aspx>
You will need selected sections from the Legal Framework.

Course Objectives: The following objectives will be met during this course:

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: CEC—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator NETS – ISTE NETS Technology Standards
Students will demonstrate their ability to select, adapt, and develop assessments that provide accurate, useful information for making educational recommendations for learners with disabilities.	A. Forms and evaluation notebook B. Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA	Narrative evaluation of forms from district using the Legal Framework, evaluation of current battery of assessments used to identify children with various disabilities.	Standard CF4 DP 4,6,9
Students will demonstrate their ability to administer assessments to learners who have diverse needs and to evaluate the effects of administration procedures and modifications on assessment results and accurately interpret their results (for the purpose of enhancing knowledge about individual learners and their functioning).	The administration of specific assessment instruments including the administration of: a. SB:-V, WISC-IV/V, DAS- II, KABC-II b. WJ-IV Achievement/Cognitive/Oral Language c. WIAT-III, KTEA-II d. Bayley III, DAY C - Informal assessment of a student with multiple disabilities (functional/contextual assessment or play-based assessment) e. Language Dominance or Proficiency Assessment f. Adaptive Behavior Assessment	A.) Copies of the front sheets of each test protocol with all identifying information removed as well as the supporting FIE with recommendations, and placement based on assessment results B.) Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA	<u>6.2s, 6.5s, 6.8k, 7.1s</u> DDP 4,6,9 CF4
Students will demonstrate knowledge of current legal issues involving the field of special education.	Case Hearing Review or Special Topic Report,	Presentation of research involving case dealing with special education that has gone to hearing/court or a special topic.	<u>1.1k, 1.1s, 1.2k, 1.4k, 1.5k, 2.1k, 2.2k</u> DDP 7 1.2k CF1
Students will demonstrate their ability to use assessment	Comprehensive Individual Assessment Reports Case Study of placement and programming issues	A. FIE submitted reflecting recommendation of educational placement	<u>3.8s, 3.10s, 6.11s, 4.3s, 5.1s, 5.2s, 5.3s, 6.4s, 6.9s, 6.10k, 6.10s, 6.12s, 7.1s, 10.1s</u>

<p>information to make recommendations about educational placement, services and programming that respond to learners' identified needs and enhance their educational functioning.</p>		<p>and programs based on assessment results B. Case Study Rubrics</p>	<p><i>8.11s, 8.12s, 10.1s</i> CF4 DDP 4,6,9 2BCD</p>
<p>Students will demonstrate their ability to assess learners from diverse backgrounds and use assessment data to enhance knowledge about and instruction for these learners.</p>	<p>The administration of specific assessment instruments including the administration of: a. SB-V, WISC-IV, KABC-II, DAS-II b. WJ-IV Achievement/Cognitive/Oral Language c. WIAT-III, KTEA -III d. Informal assessment of a student with multiple disabilities (functional/contextual assessment or play-based assessment) e. Language Dominance or Proficiency Assessment f. Adaptive Behavior Assessment</p>	<p>A.) Copies of the front sheets of each test protocol with all identifying information removed as well as the supporting FIE with recommendations, and placement based on assessment results B.) Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA</p>	<p><u>1.2s, 2.7s, 5.3k, 6.1k, 6.2k, 6.3k, 6.3s, 6.6k, 6.7k</u> <i>8.1k, 8.1s, 8.2k, 8.2s, 8.3k, 8.3s, 8.6s, 8.7k</i> DDP 4,6,9 CF4</p>
<p>The student will demonstrate ability to collaborate and communicate effectively with education professionals, families, and community agencies to assess learners and provide them with appropriate and effective individual educational plans.</p>	<p>A.) Attendance at a minimum of 2 Initial ARD meetings B.) Attendance at a minimum of 3 Annual ARD meetings. C.) Attendance at a minimum of 4 Re-evaluation ARD meetings. D.) Attendance at a minimum of 1 Manifest Determination ARD meeting. E.) Attendance at a minimum of 1 parent conference with a diagnostician. This may be an initial interview, a meeting to review results of assessment, or a meeting to discuss other areas of concerns F.) Resource File</p>	<p>Reflective statement about each learning experience related to the ARD meetings/Conferences attended. Submission of organized resource file including community services and professional resources.</p>	<p><i>DDP 1, 5</i> CF3</p>
<p>The student will demonstrate knowledge of the roles and responsibilities of educational diagnosticians in Texas and apply this knowledge to ensure educational excellence and equity for learners with special needs.</p>	<p>A.) Time spent assisting a diagnostician: 10 hours minimum. This may involve supervised testing, report writing, filing, sending out ARD notices to staff or parents, conferencing with staff or parents, etc. B.) Time spent on file review: You will review a minimum of 5 files containing the following eligibilities: LD, MR, ED, AU, and one of your choice. C.) Maintain a professional calendar prefaced with a reference tool summarizing timelines as outlined by TEA. D0 Conduct in-service assessment using current technology as available</p>	<p>Documentation log, Matrix from the DEC Guide and included in field experience notebook, photocopy of professional calendar- photocopy and placed in field-based notebook referencing ARD meetings, testing, parent conferences and consultation, reference tool summarizing timelines as outlined by TEA</p>	<p><u>1.2k, 1.4k</u> <i>1.2k, 8.1k, 8.7k</i> <i>DDP 6, 7, 8</i> CF5 5BC</p>

Web address for NCATE Unit Standards :

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

Web address for State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp>

Web address for Council for Exceptional Children: <http://www.cec.sped.org/>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Web address for Behavior Analysis Certification Board Task List: http://www.bacb.com/becom_frame.html

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: 1) Learning how to find and use resources for answering questions or solving problems

Important: 1) Learning to apply course material
 2) Acquiring an interest in learning more by asking questions and seeking answers

TK20 Account: *TK20 Account* required for this course; Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. <https://tk20.shsu.edu/>

Course/Instructor Requirements:

- Candidates must check their SHSU email daily.
- No late assignments accepted.
- Candidates are expected to conduct 175 internship hours outside of scheduled class time.
- Candidates will find their own mentor diagnostician and school to complete their Practicum.

Course Outline

Course Requirements:

Graduate courses at the Master's level are progressively more advanced in academic content than our undergraduate courses. Knowledge of the literature of the discipline and ongoing student engagement in research and/or appropriate professional practice and training experiences are part of the program.

1. Candidates will document their ability to select, adapt, and develop assessments that provide accurate, useful information for making educational recommendations for learners with disabilities.
2. Candidates will document their ability to administer assessments to learners who have diverse needs and to evaluate the effects of administration procedures and modifications on assessment results including, but not limited to: WJ-IV, WIAT-III, WISC-IV/V, WAIS-III, WPPSI, SB-V, KTEA-III, KABC-II, DAS-II, and Adaptive Behavior Scales. Accurately interpret testing results (for the purpose of enhancing knowledge about individual learners and their functioning).
3. Candidates will demonstrate knowledge of current legal issues involving the field of special education.
4. Candidates will demonstrate their ability to use assessment information to make recommendations about educational placement, services and programming that respond to learners' identified needs and enhance their educational functioning.
5. Candidates will demonstrate their ability to assess learners from diverse backgrounds and use assessment data to enhance knowledge about and instruction for these learners.

6. Candidates will demonstrate ability to collaborate and communicate effectively with education professionals, families, and community agencies to assess learners and provide them with appropriate and effective individual educational plans.
7. Candidates will demonstrate knowledge of the roles and responsibilities of educational diagnosticians in Texas and apply this knowledge to ensure educational excellence and equity for learners with special needs.
8. When provided with case study information, candidates will select and/or develop appropriate assessment instruments and evaluate the effects of administration procedures (including any modifications) on assessment results.
9. Candidates will review a campus or district special education program and develop a report, including recommendations. Use information from the report to develop an in-service session that addresses needs of instructional staff.

Practicum Portfolio:

During the Practicum experience, students are responsible for completing the following specific assignments that will be part of the Practicum Portfolio as indicated below:

Assignment 1

School-University Agreement for SPED 6312: Practicum for Educational Diagnosticians

The Mentor Diagnostician, the Campus Administrator, the District Director of Special Education, and the Candidate must sign this document. Please also submit required documents including video conference under this assignment.

Assignment 2

Educational Diagnostician Practicum Log for 175 Hours

As a part of your field based experience for the Educational Diagnostician Practicum, you will be required to keep a **detailed log of each clock hour** spent on field- based activities. The log is the first item placed in your Practicum Portfolio.

Assignment 3

ARD/IEP Meetings

In addition, you will need to maintain and place the following documents in your Practicum Portfolio:

Attend or facilitate at 8 ARD/IEP Meetings

- A. Copy of front page and signature sheet of Attendance at a minimum of **2 Initial ARD** meeting
- B. Copy of front page and signature sheet of Attendance at a minimum of **1 Annual ARD** meetings.
- C. Copy of front page and signature sheet of Attendance at a minimum of **2 Re-evaluation ARD** meetings (these may be in conjunction with annuals and therefore may count for both).
- D. Copy of front page and signature sheet of Attendance at a minimum of **1 Manifestation Determination ARD** meeting.

- E. Copy of front page and signature sheet of Attendance at a minimum of **1 ARD meeting involving related services**
- F. Copy of front page and signature sheet of Attendance at a minimum of **1 ARD meeting involving assistive technology**
- G. Documentation of attendance at a **minimum of 1 parent conference** with a diagnostician. This may be an initial interview, a meeting to review results of assessment, or a meeting to discuss other areas of concern.

Assignment 4

Assisting Mentor Diagnostician for 10 Hours Minimum

This may involve supervised testing, report writing, filing, sending out ARD notices to staff or parents, conferencing with staff or parents, etc.

Assignment 5

Folder Review

Review a minimum of 5 student audit folders containing the following eligibilities: LD, ID, ED, AU, and one of your choice. This will be done using a SHSU form.

Assignment 6

Assessment Reports and Administration (TK20 submission)**

This must include the assessment of students from diverse backgrounds and the administration of **ALL** of the following assessment instruments:

- (a) SB-V, WISC-IV, WAIS-IV, DAS-II, KABC-II, and Bayley-III
- (b) WJ-IV cognitive, oral language and achievement
- (c) WIAT-III, KTEA-II
- (d) Informal assessment of a student with disabilities (functional/contextual assessment or play-based assessment)
- (e) Language Dominance and Proficiency Assessment
- (f) Adaptive Behavior Assessment

*Documentation will include copies of the front sheets of each test protocol with all identifying information removed. A total of 12 Assessment Instruments will be administered.

** TK20 submission will only include ONE complete assessment report. See rubric guidelines.

Assignment 7

Field Experience/Collaboration Documentation Reflection (TK20 submission)

Reflections must address the following components:

- (a) Comprehensive description of setting
- (b) Comprehensive description of professional goals specifically in the area of consultation and collaboration
- (c) Complete description of frequency/duration of consultation/collaboration of service providers
- (d) Good critical evaluation of services/collaboration provided
- (e) Reflective critical evaluation of self in relation to consultation/collaboration

- (f) Influence of related service personnel extensively evaluated (specific example)

Assignment 8

Program Review Report and In-Service Presentation (TK20 submission)

This assignment will be completed as part of your SPED 6312 Practicum for Educational Diagnosticians. Candidates will review a specific program in a school/district where they have tasks for their practicum, e.g., Preschool Program for Children with Disabilities, Instruction for Students with Autism, Assistive Technology, Dyslexia, or RTI Interventions and will prepare an in-service presentation based on report recommendations. All papers must follow APA 6th edition format. No secondary citations permitted, minimum of 10 citations (2000-current) unless historically relevant, use of headings and subheading formatting, complete bibliography. Bibme.org is a great resource for APA formatting assistance. All journal references must be peer reviewed.

Assignment 9

Intervention Case Study (TK20 submission)

This assignment will be completed as part of *SPED 6308*. Using a child within your school environment begin to create a case study portfolio that clearly shows the practicum students' ability to follow a child through the referral process, assessment process, intervention process, etc.

- (a) problem well-identified in specific terms
- (b) background relevant to the problem is determined
- (c) intervention is linked to assessment
- (d) intervention is based on research literature
- (e) intervention is individualized to student's need
- (f) intervention is acceptable, practical, effective
- (g) methods for gathering data are specified (before, during, and after)
- (h) obstacles to implementation are anticipated and addressed
- (i) generalization and maintenance issues are considered

Assignment 10

Personal Essay (TK20 Submission)

Essay should address the following components:

- (a) Well-developed statement of theoretical orientation
- (b) Identifies multiple professional strengths and areas of interest in school psychology
- (c) Clear career goals within the field of Special Education/ Educational Diagnostician
- (d) Well thought-out description of personal and professional development throughout the training program
- (e) Sophisticated view of self as an Educational Diagnostician
- (f) Exceptional integration of coursework and knowledge
- (g) Well-thought out discussion of areas needing improvement and elaborate future professional development plan

Assignment 11

Legal Issue or Policy Issue Analysis (TK20 submission)**

This assignment is a paper that candidates complete in *SPED 6311*. In this paper candidates analyze a current topic or policy change that impacts assessment using a variety of current professional resources including professional journals, governmental web sites, public policy websites, and publications of agencies and professional organizations. For this assignment candidate will need to address the following areas: how the issue impacts the school and community; implications of the issue for assessment and assessment personnel; how the issue impacts school children in general education, children with exceptional learning needs, and other targeted groups; how this issue impacts special education diagnosis, placement, and ongoing services from special education; a systems improvement plan regarding this issue; the implications of the systems improvement plan for teachers, school administrators, school boards, and the community; and a systems-change process that would be needed to implement the plan. Candidates who have already completed SPED 6311 can use their Case Presentation for this requirement.

Assignment 12

Court Case Reviews- (TK20 submission)**

Candidates will have completed their Court Case Reviews in *SPED 6311*. Based on the feedback from the instructor for this course, candidates will submit these reviews for their portfolio.

Note: Assignments appearing in bold italics have been completed in previous courses and should be submitted through TK20.

* Use attached TK20 Portfolio Evaluation Guidelines (Rubric Provided Below)

For help using TK20: <http://www.shsu.edu/~edu tk20/HelpForStudents.html>

In addition to the following activities, **All students are required to take the TExES Representative Exam (Pass 80 %) and review sessions for Educational Diagnostician Exam** (No students will be bar-coded without passing above exam and attendance at the review session. Further details will be given in class) and complete the Advanced Dispositions on Blackboard/TK20. Additionally, students are required to complete uploaded Mentor and Supervisor feedback (Pass 90 %) and field site visit documents to BB/Tk20.

Grades

This course is designed as a CR/NCR course. Therefore, ALL assignments must be completed in order to receive credit for the class. In addition, evaluations from district mentors and university supervisors must indicate recommendation to receive course credit. Failure to submit all assignments into Blackboard/TK20 will result in NCR.

Course Schedule

Date	Item	Due Dates
08/24 Class TWC	First Day of class Review of Syllabus Explanation of requirements	Due Today Signed Ethical Statement School-University Agreement Form District Information
08/31	School Visits	Professor will visit Candidates in their schools Special Education Programs in your Campus
09/07 Class TWC	School Visits	Professor will visit Candidates in their schools

	Program Review Report and Prezi or PowerPoint Professional In-Service Presentation (Assignment 8)	Each Student will prepare a Prezi or PowerPoint Professional Presentation (15 minutes each)
09/14	School Visits University Practice Test	Professor will visit Candidates in their schools Due Today You must take and pass (90%) this practice test before you are able to take the TExES Representative Exam
09/21 Class TWC	School Visits TExES Representative Exam – Pass Rate is 80% (4:30 – 9:30 pm)	Professor will visit Candidates in their schools Prerequisite - Pass 90% of University Practice Test
09/28	School Visits	Professor will visit Candidates in their schools
10/06	School Visits Comps Questions mailed to Candidates	Professor will visit Candidates in their schools
10/12	School Visits	Professor will visit Candidates in their schools
10/19	School Visits	Professor will visit Candidates in their schools
10/30	All Comps Responses Due in Tk20 School Visits	Professor will visit Candidates in their schools
11/02 Class TWC	School Visits TExES Review Session	Professor will visit Candidates in their schools Group/One-On-One Session
11/09 Class TWC	School Visits TExES Review Session	Professor will visit Candidates in their schools Due Today DDP - e Upload to BB/Tk-20 T Group/One-On-One Session
11/16 Class TWC	School Visits TExES Review Session Practicum Portfolio Comps Rewrite Due in Tk20	Professor will visit Candidates in their schools Due Today – Upload to BB/Tk20 Mentor and University Supervisor Feedback Practicum Portfolio Group/One-On-One Session
11/23	Holiday	
11/30 & 12/7 Class TWC	TExES Review sessions Class if needed	Upload all assignments
12/8	Commencement	Huntsville Main Campus

*** Dates may be modified to meet the class needs***

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Cell phones, iPads, laptop computers used at instructor's discretion.
 - Technology during exams: No cell phones, iPads, or laptops allowed.
 - Technology in emergencies: Cell phones, iPads, laptop computers used at instructor's discretion.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Course Expectations

- Students must check their SHSU email daily.
- Class participation and attendance are essential to the successful completion of the seminar and will be considered in course evaluations
- Students are expected to complete readings as assigned in the course schedule
- More than one absence will result in a grade reduction of one letter grade per absence.

Bibliography

Assessment for Effective Intervention
 DiaLog (published by TEDA)
 Teaching Exceptional Children
 Journal of Learning Disabilities
 Exceptional Children
 Journal of Special Education
 Remedial and Special Education

Assessing Learners with Special Needs: An Applied Approach by Dr. Terry Overton
Nationally Certified Educational Diagnostician (NCED) Program Code of Ethics:
<http://www.unr.edu/educ/ceds/ceds.ethics.doc>

[Wrightslaw: Special Education Law, 2nd Edition](#) (ISBN: 978-1-892320-16-2, 456 pages)
 available in two formats, as a print publication and as a print and e-book combo.

[Wrightslaw: From Emotions to Advocacy, 2nd Edition](#) (978-1-892320-09-4, 338 pages)

[Wrightslaw: No Child Left Behind with Suzanne Whitney](#) (ISBN: 978-1-892320-12-4); includes the NCLB CD-ROM of resources and references.

[Wrightslaw: All About IEPs](#) (ISBN: 978-1-892320-20-9, 192 pages) by Pete Wright, Pam Wright, and Sue O'Connor.

[Surviving Due Process: Stephen Jeffers v. School Board DVD Video](#) - award-winning documentary, 2 hours.

[IDEA 2004 at Wrightslaw](#) provides current information about the Individuals with Disabilities Education Act of 2004 (IDEA 2004). Learn about new requirements for IEPs, IEP teams, IEP meetings, eligibility, evaluations, eligibility for specific learning disabilities, child find, reevaluations, parental consent, accommodations, alternate assessments, transition, and more.

[No Child Left Behind at Wrightslaw](#) offers accurate, up-to-date information about the No Child Left Behind Act - research-based instruction, proficiency testing, parent involvement, tutoring and supplemental educational services, highly qualified teachers, and public school choice.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining the excellence of SHSU's programs.