

2022-2023

# Special Education MED (Educational Diagnostician) / Bilingual (Spanish) Educational Diagnostician Certificate / Special Education Transition Services Certificate

## G 1: Ethical and Professional Practices (Online/Ed. Diagnostician)

### Goal Description:

The educational diagnostician candidate will demonstrate the ability to safeguard the legal rights of students and their families and model and promote ethical and professional practice. (CEC Advanced Standard 6)

### Providing Department:

Special Education MED (Educational Diagnostician) / Bilingual (Spanish) Educational Diagnostician  
Certificate / Special Education Transition Services Certificate

**Progress:** Ongoing

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

#### LO 1: Ethical and Professional Practices

##### Learning Objective Description:

Objective: Analyzes and evaluates the legal, ethical, and human rights and responsibilities of educators, staff, and individuals with exceptionalities and their families (CEC ACSI6 K1-K3)

#### RELATED ITEM LEVEL 2

#### ICF 1: Ethics and Professional Practices

##### Indicator Description:

Indicator Type: Code of Ethics Assignment SPED 5305

Candidate demonstrates knowledge of rights of individuals with exceptionalities and their families, and the moral and ethical responsibilities of educators.

##### Criterion Description:

- Analyze the legal rights and responsibilities of individuals, staff, and parents/guardians (CEC ACSI6 K1)
- Distinguish the moral and ethical responsibilities of educators (CEC ACSI6 K2)
- Appraise the human rights of individuals with exceptionalities and their families (CEC ACSI6 K3)

##### Findings Description:

For Fall 2022 and Spring 2023, 53 graduate candidates successfully completed SPED 5305/6319: Individual Assessment of Cognitive Functions. The "Ethics Paper" is a required assignment within SPED 5305/6319. The rubric includes references to privacy, confidentiality, real-world examples, and responsibility to individuals being assessed. All 53 ultimately passed the "Ethics Paper"; however, nine (9) of the candidates were required to revise their paper to include references to the National Certification of Educational Diagnosticians (NCED) Ethical and Professional Practices. The NCED ethical standards are used nationally in the educational diagnostician field.

Overall, faculty in the educational diagnostician program include ethical scenarios in each of the five (5) certification courses (SPED 5301, 5302, 5305/6322, 5305/6319, 6308, and 6312).

RELATED ITEM LEVEL 3

ICF 1: Ethics and Professional Practices

Action Description:

New program leadership will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan. Faculty will collaborate on what objectives and indicators are most meaningful and report those for AY 2023-2024; thus, the indicator associated with this item may be removed.

G 2: Mastery of CEC Knowledge and Skills - Comprehensive Exams (Online/Ed. Diagnostician)

Goal Description:

Candidates will meet target expectations of knowledge and skills on comprehensive examinations referenced to the standards set forth by the Council for Exceptional Children’s (CEC) Knowledge and Skills for Educational Diagnosticians.

Providing Department:

Special Education MED (Educational Diagnostician) / Bilingual (Spanish) Educational Diagnostician Certificate / Special Education Transition Services Certificate

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 2: Mastery of CEC Knowledge and Skills - Comprehensive Exams

Learning Objective Description:

Candidates will meet target expectations of knowledge and skills on comprehensive examinations referenced to the standards set forth by the Council for Exceptional Children’s (CEC) Knowledge and Skills for Educational Diagnosticians.

RELATED ITEM LEVEL 2

ICF 2: Mastery of CEC Knowledge and Skills - Comprehensive Exams (Rubric)

Indicator Description:

Indictor Type: Comprehensive Exam

The faculty developed rubric for comprehensive exams evaluates the level of competence of the foundational knowledge and skills of the Council for Exceptional Children's teacher preparation standards. One of the standards is knowledge of national and state education laws and regulations. Because this standard is critical for avoiding legal grievances and upholding the rights of stakeholders in the assessment process, the faculty believe this to be of high importance. The comprehensive exam contains seven (7) questions with each question tied directly to the CEC standards. Candidates take the exam during the last course of their program and must pass the whole test at a minimum of 80%. However, each question is also individually graded by faculty to determine the passing rates of each question. Candidates are assigned random questions from our question bank and are given three weeks to write and complete the exam. Students who fail a question or more are given one opportunity to rewrite the question(s) and resubmit after one additional week.

Criterion Description:

100% of candidates will achieve at a level 2 (accomplished) on the comprehensive exam rubric that addresses the foundational knowledge and skills of national and state education laws and regulations.

Findings Description:

For the 2022-23 school year, 19 graduate candidates successfully passed the Comprehensive Exams. The Comprehensive Exams are seven (7) individual papers responding to a writing prompt related to the Council for Exceptional Children (CEC) Standards. Of the 19 who took the exam, four (4) were required to revise and resubmit their papers due to pervasive APA (7th Ed.) errors. The Comprehensive Exams are scored on both content (CEC Knowledge and Skills) and writing style (APA 7th Ed.). One candidate was required to revise and resubmit their Standard 7 (Collaboration) paper due to incorrect information relating to Transition for students with disabilities.

RELATED ITEM LEVEL 3

**ICF 2: Mastery of CEC Knowledge and Skills - Comprehensive Exams (Rubric)**

**Action Description:**

New program leadership will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan. Faculty will collaborate on what objectives and indicators are most meaningful and report those for AY 2023-2024; thus, the indicator associated with this item may be removed.

**G 3: Mastery Of SBEC Knowledge and Skills (Ed. Diagnostician)**

**Goal Description:**

Students in the Special Education Diagnostician Program must successfully pass the State Certification exam (SBEC) after completion of our Master level program to be acting diagnosticians. The SBEC test includes four domains: (1) Students with disabilities, (2) Assessment & Evaluation, (3) Curriculum & Instruction, (4) Foundations and Professional Roles and Responsibilities.

**Providing Department:**

Special Education MED (Educational Diagnostician) / Bilingual (Spanish) Educational Diagnostician Certificate / Special Education Transition Services Certificate

**Progress:** Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**LO 3: Mastery of SBEC Knowledge and Skills**

**Learning Objective Description:**

Graduates will demonstrate competencies in assessment and evaluation as set forth by the State Board of Education Certification (SBEC) for diagnostician certification.

RELATED ITEM LEVEL 2

**ICF 3: Mastery of SBEC Knowledge and Skills**

**Indicator Description:**

Indicator Type: SBEC Exam

When master degree candidates complete the diagnostician program, they apply to take the SBEC exam. If they pass the exam they can then apply for certification as a diagnostician through the Texas State Board for Educator Certification. The exam has four different domains that include (1) knowledge of students with disabilities, (2) assessment and evaluation of students with disabilities, (3) curriculum and instruction for students with disabilities, and (4) foundations and professional roles and responsibilities for educational diagnosticians.

**Criterion Description:**

90% of candidates will pass Domain II of the TExES, a measure of knowledge of Assessment and Evaluation skill of the SBEC. While our program assesses and address all of these domains, the special education faculty are most concerned with the candidates' knowledge and skills related to

actual testing of students at risk and/or those with suspected disabilities. Past scores indicated that scores in this domain were lower than other domain areas.

**Findings Description:**

For the 2022-23 school year, 43 graduate candidates successfully passed the TExES 253 (Educational Diagnostician) state certification exam on the first attempt. The average scores for SHSU's 43 graduate candidates was: Domain I (89% correct), Domain II (78% correct), Domain III (89% correct), and Domain IV (79% correct). Historically, Domain II has been the program's lowest scoring Domain. This Domain includes Curriculum, Instruction, and Intervention content. Competencies 4 and 5 are included in Domain II:

- Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.
- Competency 005—(Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

Study materials were sent to candidates as a group and as individuals, based on results of their TExES 253 Representative Exam. These study materials included,

[the side-by-side’s definitions of disability conditions](#), [the IRIS Module – Teaching EL](#), [the IRIS Module Dual Language Learners and Disabilities](#), G Recommendations, Child Centered Timeline, [Child Centered Timeline Online](#), [the two IRIS Module Intensive Intervention](#), [the IRIS Module Develop High Quality IEPs](#), [the SPED Teacher Preparation Manual](#), [all three IRIS Modules – Evidence-Based Practices](#), [the IRIS Module FBA](#), [Guidance Related to ARD Committee and LPAC Collaboration](#))

RELATED ITEM LEVEL 3

**ICF 3: Mastery of SBEC Knowledge and Skills**

**Action Description:**

New program leadership will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan. Faculty will collaborate on what objectives and indicators are most meaningful and report those for AY 2023-2024; thus, the indicator associated with this item may be removed.

**G 4: Mastery of Writing Skills (Online/Ed. Diagnostician)**

**Goal Description:**

Students in the Special Education Diagnostician Program must successfully demonstrate their competence in written communication for purposes of professional reporting and dissemination of research based practices.

**Providing Department:**

Special Education MED (Educational Diagnostician) / Bilingual (Spanish) Educational Diagnostician Certificate / Special Education Transition Services Certificate

**Progress:** Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**LO 4: Mastery of Writing Skills**

**Learning Objective Description:**

Students in the Special Education Diagnostician Program will successfully demonstrate their competence in written communication for purposes of professional reporting and dissemination of research based practices.

#### RELATED ITEM LEVEL 2

### **ICF 4: Mastery of Writing Skills**

#### **Indicator Description:**

Indicator Type: Comprehensive Exam

The faculty developed rubric for comprehensive exams evaluates the level of competence of the foundational knowledge and skills of the Council for Exceptional Children's teacher preparation standards. It also evaluates candidates' proficiency in writing. The writing standard is critical to the success of diagnosticians in writing effective and comprehensible assessment reports and for the dissemination of research practices to school faculty, parents and staff. The special education faculty at SHSU believes this skill to be of high importance. Candidates take the exam during the last course of their program and must pass the whole test at a minimum of 80%. However, each question is also individually graded by faculty to determine the passing rates of each question. Candidates are assigned random questions from our question bank and are given three weeks to write and complete the exam. Students who fail a question or more are given one opportunity to rewrite the question(s) and resubmit after one additional week.

#### **Criterion Description:**

100% of candidates will pass the writing skill standard on the comprehensive exam rubric at the accomplished level (2).

#### **Findings Description:**

For the 2022-23 school year, 19 graduate candidates successfully passed the Comprehensive Exams. The Comprehensive Exams are seven (7) individual papers responding to a writing prompt related to the Council for Exceptional Children (CEC) Standards. Of the 19 who took the exam, four (4) were required to revise and resubmit their papers due to pervasive APA (7th Ed.) errors. The Comprehensive Exams are scored on both content (CEC Knowledge and Skills) and writing style (APA 7th Ed.). One candidate was required to revise and resubmit their Standard 7 (Collaboration) paper due to incorrect information relating to Transition for students with disabilities.

All assignments in the five (5) certification courses require the use of APA Style (7th Ed.). Resources are imbedded in each course's Blackboard assignment directions to facilitate successful completion.

#### RELATED ITEM LEVEL 3

### **ICF: Mastery of Writing Skills**

#### **Action Description:**

New program leadership will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan. Faculty will collaborate on what objectives and indicators are most meaningful and report those for AY 2023-2024; thus, the indicator associated with this item may be removed.

## **G 5: Reliable Assessment Practices (Ed. Diagnostician)**

#### **Goal Description:**

Special education specialists will use valid and reliable assessment practices to minimize bias. (CEC Standard 1)

#### **Providing Department:**

Special Education MED (Educational Diagnostician) / Bilingual (Spanish) Educational Diagnostician Certificate / Special Education Transition Services Certificate

**Progress:** Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**LO 5: Knows and Understands Key Features of Evaluation Process**

**Learning Objective Description:**

Knows and understands the key features of the evaluation process, including methods of assessment and determining eligibility for services (CEC ACSI1 K1-K4)

**File Library**

RELATED ITEM LEVEL 2

**ICF 5: Reliable Assessment Practices**

**Indicator Description:**

Indicator Type: Portfolio SPED 6312

- Describes achievement assessment measures (SEDS1 K7)
- Summarizes cognitive assessment measures (SEDS1 K8)
- Explains language assessment measures (SEDS1 K9)
- Describes motor skills assessment measures (SEDS1 K10)
- Summarizes social, emotional, and behavior assessment measures (SEDS1 K11)
- Identifies vocational and career assessment measures (SEDS1 K12)

**Criterion Description:**

100% of candidates will pass the assessment instrument skill test out for the KTEA-3, WJIV ACH and COG, WISC-V, and Bateria-IV ACH and COG.

**Findings Description:**

For Fall 2022 and Spring 2023, 53 graduate candidates who were enrolled in SPED 5305/6319 were required to administer cognitive assessment instruments (WJIV-COG and WISC-V) to their faculty instructor. Additionally, 55 graduate candidates who were enrolled in SPED 5302/6322 were required to administer achievement assessment instruments (WJIV ACH, WIAT-4, KTEA-3, GORT-5) to their faculty instructor. While all 108 candidates passed their assessment instrument "test outs", 78% had to readminister specific subtests due to errors, including basals, ceilings, reversal rules, raw scores, standardized feedback, and/or administration fluency.

After administration/readministration all 108 graduate candidates successfully passed the required assessment kit "test outs". This is a consistent trend in the SHSU program, where the faculty consider the "test out" as an opportunity for each faculty member to work individually with candidates on their administration skills and provide immediate feedback. While the course assignments provide practice with administration, examinees are not able to provide correction to the examiner. It would be unrealistic to expect the majority of candidates to appropriately administer all test kit subtests on the first attempt.

RELATED ITEM LEVEL 3

**ICF 5: Reliable Assessment Practices**

**Action Description:**

New program leadership will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan. Faculty will collaborate on what objectives and indicators are most meaningful and report those for AY 2023-2024; thus, the indicator associated with this item may be removed.

**Transition Goal: Students in the Mater of Education in Special Education Transition Services will develop knowledge of the CEC Advanced Special Education Transition Specialist Standards.**

**Goal Description:**

Students in the Mater of Education in Special Education Transition Services will develop knowledge of the CEC Advanced Special Education Transition Specialist Standards.

**Providing Department:**

Special Education MED (Educational Diagnostician) / Bilingual (Spanish) Educational Diagnostician Certificate / Special Education Transition Services Certificate

**Progress:** Ongoing

**RELATED ITEMS/ELEMENTS** -----

**RELATED ITEM LEVEL 1**

**Transition LO1: Upon completion of the Master of Education in Special Education Transition Services the students will complete comprehensive oral examinations**

**Learning Objective Description:**

Upon completion of the Master of Education in Special Education Transition Services the students will complete comprehensive oral examinations

**RELATED ITEM LEVEL 2**

**Transition IC1: Rubric for oral comprehensive exam will be used by a minimum of two faculty members using an average of the scores; 100% of students will score a minimum of 40 out of 50 points**

**Indicator Description:**

Indictor Type: Comprehensive Exam

Rubric for oral comprehensive exam will be used by a minimum of two faculty members using an average of the scores

**Criterion Description:**

100% of students will score a minimum of 40 out of 50 points

**Findings Description:**

For AY 2022-2023 six graduate students participated in comprehensive exams. All six scores ranged between 41-50.

**RELATED ITEM LEVEL 3**

**Action - Transition IC1: Rubric for oral comprehensive exam**

**Action Description:**

New program leadership will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan. Faculty will collaborate on what objectives and indicators are most meaningful and report those for AY 2023-2024; thus, the indicator associated with this item may be removed.

**RELATED ITEM LEVEL 1**

**Transition LO2: Upon completion of the Master of Education in Special Education Transition Services**

**the students will complete the program with at least a 3.5 grade point average.**

**Learning Objective Description:**

Upon completion of the Master of Education in Special Education Transition Services the students will complete the program with at least a 3.5 grade point average.

**RELATED ITEM LEVEL 2**

**Transition IC2: Transcripts will be reviewed by program advisors; 100% of students will complete the program with a minimum of a 3.5 grade point average**

**Indicator Description:**

Indicator Type: Checkbox in Field Experience Binder

Transcripts will be reviewed by program advisors

**Criterion Description:**

100% of students will complete the program with a minimum of a 3.5 grade point average.

**RELATED ITEM LEVEL 3**

**Action - Transition IC2: Transcripts**

**Action Description:**

New program leadership will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan. Faculty will collaborate on what objectives and indicators are most meaningful and report those for AY 2023-2024; thus, the indicator associated with this item may be removed.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

### **Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

#### **Closing Summary**

The M.Ed. in Special Education with educational diagnostician certification recently received CEC accreditation. The recently CEC approved rubrics will be uploaded in SPA and CAEP assessments in Tk20 by the end of Fall 2022. This will ensure a focus on field specific standards and quality assurance. During 2021, all Candidates passed the TExES 253 certification exam on the first attempt. SHSU should be proud of the 2021-22 outcomes. The program continues to revise content and delivery to meet Candidates' needs based on data.

#### **Update of Progress to the Previous Cycle's PCI:**

Completed

## **New Plan for Continuous Improvement Item**

#### **Closing Summary:**

New program leadership will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan.