

Special Education MED (Educational Diagnostician)
Assessment Plan Summary

Special Education MED (Educational Diagnostician)

Mastery Of SBEC (State Board Of Education Certification) Knowledge & Skills

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.

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Mastery Of SBEC Knowledge & 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

State Board Of Education Certification Exam (SBEC)

Indicator Description:

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.

Mastery Of Writing Skills

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.

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

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

Passing Rates For Writing Skill

Indicator Description:

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 (3).

Findings Description:

Each question in the Comprehension Exam has a Pass/No Pass option for (a) the content of the answer and (b) the writing skills including the appropriate use of the APA writing style. All students who took the Comprehensive Exam passed both parts of the exam.

Update to Previous Cycle's Plan for Continuous Improvement

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

Because 90% of the candidates passed Domain II of the TExES, we will now focus on Domain IV, which is Foundations and Professional Roles and Responsibilities. This year, candidates scored 80%. For next year, we want the average score of all candidates to be 85% on Domain IV. Because 94% of our candidates achieved at a level 3 (accomplished) on the comprehensive exam rubric, we want to aim for 100% of candidates to achieve at a level 3 (accomplished) on the comprehensive exam rubric that addresses the foundational knowledge and skills of national and state education laws and regulations. Even though our candidates 100% of our candidates met the criterion for passing the comprehensive writing skill at the level of 3 or 4 which is accomplished or exemplary, we want to assess writing skills across time and will use a revised writing rubric to examine the degree to which our students achieve proficiency as they go through the program. The writing rubric will be used in the first class Sped 5301 Individuals with Disabilities, Sped 6304 In Home Training & Family Issues and during comprehensive exams. Data collection will begin in January 2016.