

Special Education MED
(Educational Diagnostician) -
Assessment Plan Summary

Special Education MED (Educational Diagnostician)

G 1: Ethical and Professional Practices

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)

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)

Performance Criteria:

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

RELATED ITEM LEVEL 2

ICF 1: Ethics and Professional Practices

Indicator Description:

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

RELATED ITEM LEVEL 3

A 1: Ethics and Professional Practices

Action Description:

Instrument:

Knowledge-based exam issued at three points in the program:

- 1. At the beginning of SPED 5302: Assessment in Special Education
- 2. At the mid-point of SPED 5305: Individual Assessment of Cognitive Functioning
- 3. At the end of SPED 6310: Assessment of Young Children and Low Incidence Disabilities

G 2: Mastery Of CEC Knowledge And Skills-Comprehensive Exams

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.

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:

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 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 3 (accomplished) on the comprehensive exam rubric that addresses the foundational knowledge and skills of national and state education laws and regulations.

Findings Description:

Fall 2016 Semester

There were a total of 4 candidates eligible to take the Comprehensive Exam at the end of the Fall 2016 semester.

The following are the results from the first administration of the exam:

Standard 1

Knowledge—4 Pass 0 Fail

Writing— 3 Pass 1 Fail

Standard 2

Knowledge—3 Pass 1 Fail

Writing— 3 Pass 1 Fail

Standard 3

Knowledge—4 Pass 0 Fail

Writing— 4 Pass 0 Fail

Standard 4

Knowledge—4 Pass 0 Fail

Writing— 4 Pass 0 Fail

Standard 5

Knowledge—4 Pass 0 Fail

Writing— 4 Pass 0 Fail

Standard 6

Knowledge—2 Pass 2 Fail

Writing— 4 Pass 0 Fail

Standard 7

Knowledge—3 Pass 1 Fail

Writing— 1 Pass 3 Fail

Candidates who missed questions were allowed to retake that portion of the exam. After all retakes were submitted, all candidates successfully passed all of the Comprehensive Exam standards.

Spring 2016 Semester

There were a total of 16 students eligible to take the Comprehensive Exam at the end of the Spring 2017 semester.

One student withdrew for personal reasons and she will take the Comprehensive Exam in the Fall 2017 semester.

The following are the results from the first administration of the exam:

Standard 1

Knowledge—11 Pass 4 Fail

Writing— 10 Pass 5 Fail

Standard 2

Knowledge—14 Pass 1 Fail

Writing— 15 Pass 0 Fail

Standard 3

Knowledge—12 Pass 3 Fail

Writing— 14 Pass 1 Fail

Standard 4

Knowledge—14 Pass 1 Fail

Writing— 14 Pass 1 Fail

Standard 5

Knowledge—15 Pass 0 Fail

Writing— 15 Pass 0 Fail

Standard 6

Knowledge—14 Pass 1 Fail

Writing— 14 Pass 1 Fail

Standard 7

Knowledge—13 Pass 2 Fail

Writing— 15 Pass 0 Fail

Candidates who missed questions were allowed to retake that portion of the exam. After all retakes were submitted, all candidates successfully passed all of the Comprehensive Exam standards with the exception of one candidate who did not pass the retake exam.

RELATED ITEM LEVEL 3

A 2: Mastery of CEC Knowledge and Skills-Comprehensive Exam

Action Description:

Instrument:

Issue paper issued at two points in the program:

- 1. At the beginning of SPED 5301: Education of Individuals with Disabilities
- 2. At the end of SPED 6311: Seminar in Special Education

G 3: Mastery Of SBEC Knowledge and 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

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:

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:

A total of 3 students out of 22 students who took the test during the 2016-2017 school year passed Domain II of the test.

Many of the candidates wait to take the TExES exam until the semester after they graduate

RELATED ITEM LEVEL 3

A 3: Mastery of SBEC Knowledge and Skills

Action Description:

Instrument:

Knowledge-based exam issued at three points in the program:

- 1. At the beginning of SPED 5302: Assessment in Special Education
- 2. At the mid-point of SPED 5305: Individual Assessment of Cognitive Functioning
- 3. At the end of SPED 6310: Assessment of Young Children and Low Incidence Disabilities

G 4: 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

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:

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:

Fall 2016 Semester

There were a total of 4 candidates eligible to take the Comprehensive Exam at the end of the Fall 2016 semester.

The following are the results from the first administration of the exam:

Standard 1

Knowledge—4 Pass 0 Fail

Writing— 3 Pass 1 Fail

Standard 2

Knowledge—3 Pass 1 Fail

Writing— 3 Pass 1 Fail

Standard 3

Knowledge—4 Pass 0 Fail

Writing— 4 Pass 0 Fail

Standard 4

Knowledge—4 Pass 0 Fail

Writing— 4 Pass 0 Fail

Standard 5

Knowledge—4 Pass 0 Fail

Writing— 4 Pass 0 Fail

Standard 6

Knowledge—2 Pass 2 Fail

Writing— 4 Pass 0 Fail

Standard 7

Knowledge—3 Pass 1 Fail

Writing— 1 Pass 3 Fail

Candidates who missed questions were allowed to retake that portion of the exam. After all retakes were submitted, all candidates successfully passed all of the Comprehensive Exam standards.

After all retakes were submitted, all candidates successfully passed the Writing portion of the Comprehensive Exams.

Spring 2016 Semester

There were a total of 16 students eligible to take the Comprehensive Exam at the end of the Spring 2017 semester.

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The following are the results from the first administration of the exam:

Standard 1

Knowledge—11 Pass 4 Fail

Writing— 10 Pass 5 Fail

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Writing— 15 Pass 0 Fail

Standard 3

Knowledge—12 Pass 3 Fail

Writing— 14 Pass 1 Fail

Standard 4

Knowledge—14 Pass 1 Fail

Writing— 14 Pass 1 Fail

Standard 5

Knowledge—15 Pass 0 Fail

Writing— 15 Pass 0 Fail

Standard 6

Knowledge—14 Pass 1 Fail

Writing— 14 Pass 1 Fail

Standard 7

Knowledge—13 Pass 2 Fail

Writing— 15 Pass 0 Fail

Candidates who missed questions were allowed to retake that portion of the exam. After all retakes were submitted, all candidates successfully passed all of the Comprehensive Exam standards with the exception of one candidate who did not pass the retake exam.

After all retakes were submitted, all candidates successfully passed the Writing portion of the Comprehensive Exams with the exception of one candidate who did not pass the retake exam. .

RELATED ITEM LEVEL 3

A 4: Mastery of Writing Skills

Action Description:

Instrument:

Knowledge-based exam issued at three points in the program:

- 1. At the beginning of SPED 5302: Assessment in Special Education
- 2. At the mid-point of SPED 5305: Individual Assessment of Cognitive Functioning
- 3. At the end of SPED 6310: Assessment of Young Children and Low Incidence Disabilities

G 5: Reliable Assessment Practices

Goal Description:

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 5: Knows and understands assessment measures across a variety of performance domains

Learning Objective Description:

Objectives and Performance Criteria for Goal 1:

3. Knows and understands assessment measures across a variety of performance domains, including achievement, cognition, language, motor skills, social-emotional-behavioral skills, and vocational/career related skills (CEC SEDS1 K7-K12)

1. Performance Criteria:

- 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)

RELATED ITEM LEVEL 2

ICF 5: Knows and understands assessment measures across a variety of performance domains

RELATED ITEM LEVEL 3

A 5: Knows and understandings assessment measures across a variety of performance domains

Action Description:

Instrument:

Knowledge-based exam issued at three points in the program:

1. At the beginning of SPED 5302: Assessment in Special Education
2. At the mid-point of SPED 5305: Individual Assessment of Cognitive Functioning
3. At the end of SPED 6310: Assessment of Young Children and Low Incidence Disabilities

RELATED ITEM LEVEL 1

LO 5: Knows and understands key features of evaluation process

Learning Objective Description:

Objectives and Performance Criteria for Goal 1:

1. Knows and understands the key features of the evaluation process, including methods of assessment and determining eligibility for services (CEC ACSII K1-K4)
 - Performance Criteria:
 - Describes the steps to the evaluation process and determination of eligibility (CEC ACSII K1)
 - Identifies a variety of methods for assessing and evaluating the performance of individuals with exceptionalities (CEC ACSII K2)
 - Illustrates strategies for identifying individuals with exceptionalities (CEC ACSII K3)
 - Explains how to evaluate an individual’s success in the general education curriculum (CEC ACSII K4)

RELATED ITEM LEVEL 2

ICF 5: Knows and understands key features of evaluation process

RELATED ITEM LEVEL 3

A 5: Knows and understands key features of evaluation process

Action Description:

Instrument:

Knowledge-based exam issued at three points in the program:

1. At the beginning of SPED 5302: Assessment in Special Education
2. At the mid-point of SPED 5305: Individual Assessment of Cognitive Functioning
3. At the end of SPED 6310: Assessment of Young Children and Low Incidence Disabilities

RELATED ITEM LEVEL 1

LO 5: Knows and understands the key issues in measurement

Learning Objective Description:

Objectives and Performance Criteria for Goal 1:

2. Knows and understands the key issues in measurement, including concepts related to the technical qualities and limitations of standardized assessments (CEC SEDS1 K1-6)

1. Performance Criteria:

- Describes standards of reliability and validity related to individual test measures (CEC SEDS1 K1)
- Identifies procedures used in standardizing assessment instruments (CEC SEDS1 K2)
- Explains standard error of measurement related to individual test measures (CEC SEDS1 K3)
- Illustrates the use and limitations of portfolios in assessment (CEC SEDS1 K4)
- Recognizes sources of test error (CEC SEDS1 K5)

- Summarizes uses and limitation of assessment information (CEC SEDS1 K6)

RELATED ITEM LEVEL 2

ICF 5: Knows and understands the key issues in measurement

RELATED ITEM LEVEL 3

A 5: Knows and understands the key issues in measurement

Update to Previous Cycle's Plan for Continuous Improvement

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

New Plan for Continuous Improvement was not created in 2015-2016 cycle.

Update of Progress to the Previous Cycle's PCI:

New Plan for Continuous Improvement was not created in 2015-2016 cycle.

Plan for Continuous Improvement

Closing Summary:

The program faculty will be reviewing all actions and determining their viability in the 17-18 AY. The program faculty will look closely at the CEC standards to determine if new learning objectives should be implemented.