

ANGELO STATE UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
INSTRUCTOR DR. MARY SANDERS
EDUCATION 6369: LABORATORY PRACTICUM IN SPECIAL EDUCATION
CREDIT: 3 SEMESTER HOURS
OFFICE: EFA 121
PHONE: (325) 942-2052 EXT. 265

CATALOG DESCRIPTION: Designed to develop the skills, techniques, and competencies associated with the roll of the educational diagnostician. Individuals will work under the supervision of certified educational diagnostician and a faculty member. Grading will be either pass or fail. Prerequisites: Education 6362 plus an additional six courses in special education and consent of the instructor.

COURSE GOAL: To provide students a working environment to learn to assess students and to work with educational professionals, families, and community agencies.

COURSE OBJECTIVES:

1. To gain experience administering assessments to learners with diverse needs and backgrounds in a supervised environment.
2. To gain experience in analyzing test results and writing test result.
3. To make recommendations based on learners needs.
4. To conduct appropriate meetings and conferences with administrators, teachers and parents.

PROCEDURE:

Students work in school districts or educational cooperatives as an educational diagnostician. Students are supervised by a certified educational diagnostician.

CLASS PROCEDURE:

1. Student will meet with instructor the beginning of the semester to discuss District arrangements.
2. Class will consist of within District work throughout the semester.
3. District personnel will monitor students.

ATTENDENCE:

One semester of work 15 weeks on a daily basis.

EVALUATION:

1. Interviews with the District Diagnostician and Special Education Director.
2. Completion of the daily tasks of an educational diagnostician as to the attendance, participation, overall understanding of the assessment, protocol and structure.

College of Education
Angelo State University

The College maintains a practicum program as a part of the professional training for the preparation of educational diagnosticians. Its basic function is to enable the practicum student who has almost completed all course work to gain the necessary experience in the performance of the critical tasks. The experience is under the close supervision of a fully trained and experienced educational diagnostician.

Catalog Description for ED 6369 — Designed to develop the skills, techniques, and competencies associated with the roll of the educational diagnostician. Individuals will work under the supervision of certified educational diagnostician and a faculty member. Grading will be either pass or fail. Prerequisites: Education 6362 plus an additional six courses in special education and consent of the instructor.

HONESTY POLICY:

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*.

PERSONS WITH DISABILITIES, which may warrant academic accommodations, must contact the Student Life Office, Room 112-UC, to request such accommodations prior to implementation. You are encouraged to make this request early in the semester so that appropriate arrangement may be made.

College of Education Cell Phone/Electronic Paging Device policy: Cell phones or other electronic paging devices are to be turned off during class.

**COUNCIL FOR EXCEPTIONAL CHILDREN
STANDARDS FOR ALL BEGINNING EDUCATIONAL DIAGNOSTICIANS**

Special Education Standard # 1: Foundations

Knowledge:

ED1K1 Philosophies of Assessment.

ED1K2 Laws and policies related to assessing individuals with exceptional learning needs.

Skills: None

Special Education Standard # 2: Development and Characteristics of Learners

Knowledge

ED2K1 Range of individual abilities within categories of exceptionalities.

ED2K2 Factors that influence the overrepresentation and stigmatization of individuals with cultural and linguistic diversity.

Skills: None

Special Education Standard # 3: Individual Learning Differences

Knowledge

ED3K1 Influences of diversity on assessment results.

Skills: None

Special Education Standard # 8: Assessment

Knowledge:

ED8K1 Qualifications necessary to administer and interpret tests.

ED8K2 Standards for test reliability.

ED8K3 Standards for test validity.

ED8K4 Procedures used in standardizing assessment instruments.

ED8K5 Use of standard error of measure in the field of measurement.

ED8K6 Possible sources of test error.

ED8K7 Uses and limitations of assessment information.

ED8K8 Vocational and career assessment.

ED8K9 Motor skills assessment.

Skills:

ED8S1 Select and utilize assessment materials based on technical quality.

ED8S2 Collect thorough assessment data.

ED8S3 Score assessment instruments accurately.

ED8S4 Select or modify appropriate assessment procedures and instruments to ensure non-biased results.

ED8S5 Use observation techniques.

ED8S6 Assess basic academic skills.

ED8S7 Assess language skills.

ED8S8 Assess adaptive behavior.

ED8S9 Assess behavior.

ED8S10 Assess perceptual skills.

ED8S11 Make individualized recommendations for eligibility, instruction and transition based on assessment results.

ED8S12 Prepare assessment report.

ED8S13 Teach informal and observational techniques of data collection.

ED8S14 Keep accurate and detailed records of assessment and related proceedings.

Special Education Standard # 9: Professional and Ethical Practice

Knowledge: None

Skills:

ED10S1 Communicate assessment purposes, methods, results and implications to team members.

Special Education Standard # 10: Collaboration

Knowledge: None

Skills:

ED10S1 Communicate assessment purposes, methods, results and implications to team members.

TEXAS STANDARDS FOR EDUCATIONAL DIAGNOSTICIAN CERTIFICATE

Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

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

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

Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluation

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.

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

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

Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

Objectives of Practicum

- To assess students who may have disabilities/special needs.
- To interpret assessment to teachers, school personnel, and parents (with supervising Educational Diagnostician present).
- To observe students in academic and non-academic settings.
- To observe supervising Educational Diagnostician assessing, observing, conducting Pre-Admission, Review, and Dismissal (PARAD) and Admission, Review, and Dismissal (ARD) meetings.
- To write assessment reports similar to those produced in the district.
- To work with diagnosticians, teachers, and parents to process referrals.
- To understand and apply special education laws and related regulations.
- To understand and advise staff members of appropriate local, state, and federal law concerning individuals with disabilities.
- To assist teachers in implementation of Individual Educational Plans (IEP).

Procedures

- Practicum is completed the last long semester before graduation/certification.
- Practicum students should be counseled the semester before practicum to establish appropriate program.
- Cooperating school and the University should complete appropriate assurances and schedule of supervision and designated personnel.
- University and practicum student schedule and assess progress.
- Evaluation is completed by University based on progress reports, hours completed and other documents.

Log of activities completed by practicum student signed by supervising Educational Diagnostician.

Date	Activities	Educational Diagnostician

A total of 100 hours of activities is required.

Assessment reports written by practicum student and signed by District Educational Diagnostician.

Letter from participating District/Coop

To Whom It May Concern:

_____ has been approved _____
Practicum student District/Coop

to participate in ED 6369 laboratory practicum in Special Education.

Supervising Educational Diagnostician _____

Building/District Supervisor _____

Signed: _____ Date: _____

Dear Sir,

Thank you for your interest in having _____ complete his/her educational diagnostics practicum in your district. The course title is Education 6369. In order to plan for this practicum in your district and provide the highest quality of training for our graduate students, the university needs to know the following information:

- 1) Name and location of the school(s) where the graduate will be
- 2) The name of the school principal/supervisor
Name
Address
Phone Number
- 3) The name of the Educational Diagnostician who will supervise
Name
Address
Phone Number

Sincerely,

Dr. Mary Sanders

To Whom It May Concern:

Please indicate if the following student has completed the first half of his/her practicum successfully.

Name: _____

Yes/No

1. Attendance is regular.
2. Work is completed on schedule.
3. Works well with others.
4. Follows district guidelines/state procedures.

Thank you,

Dr. Mary Sanders

Email: mary.sanders@angelo.edu

Or return form to:

Dr. Mary Sanders
Angelo State University
2601 West Avenue N
Box 10893, ASU Station
San Angelo, TX 76909

Education 63 69
Mid-Term Report/Evaluation

_____ has completed _____ with our district
Name of Graduate Intern Number of hours

_____ The following is a summary of activities completed thus far:
District

Areas of Activity

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

The above graduate student has been punctual, professional and competent through the first half of this semester. Yes_____ No _____

Concerns:

Signature of Educational Diagnostician
and/or Special Education Administrator

ANGELO STATE UNIVERSITY
EVALUATION REPORT
BY: FIELD SUPERVISOR

Education 6369 — Practicum in Special Education — Education Diagnostics

Practicum Student's Name: _____ Practicum Location: _____

Beginning Date: _____ Ending Date: _____

This experience requires a minimum of 30 hours of activities by the graduate student under the supervision of a successful practicing educational diagnostician. Please indicate the areas of experience that were provided for the practicum student.

AREAS OF EXPERIENCE:

- | | Some
Experience | More
Experience |
|--|--------------------|--------------------|
| 1. Individual Assessment _____ | | |
| 2. Conferences with teachers to interpret assessments _____ | | |
| 3. Conference with parents to interpret assessments _____ | | |
| 4. Conducting PARD _____ | | |
| 5. Conducting ARD _____ | | |
| 6. Writing reports _____ | | |
| 7. Individual reevaluations _____ | | |
| 8. Maintain and update notebook of procedures, forms and
meetings _____ | | |
| 9. Recommends curriculum and instructional
modifications _____ | | |
| 10. Scheduling meetings/timelines _____ | | |

EVALUATION OF PRACTICUM STUDENT

On a four-point scale (1-poor, 2-fair, 3-good, 4-excellent) I consider this practicum student's success as an educational diagnostician to be:

1 _____ 2 _____ 3 _____ 4 _____

Supervising Educational Diagnostician

Strong points:

Weak points:

Supervising Administrator

Additional comments: (Please use back)