Program Report for the
Preparation of Special Education Professionals
Council for Exceptional Children (CEC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

C O V E R S H E E T

Institution Angelo State University State TX

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Program documented in this report:

Name of institution's program (s) Education Diagnostics
Grade levels for which candidates are being prepared all
Degree or award level Master's of Education
Is this program offered at more than one site? □ Yes X No
If yes, list the sites at which the program is offered

Title of the state license for which candidates are prepared
Professional Certificate for Educational Diagnosticians

Program report status:

- **X Initial Review**
- ☐ **Response to a Not Recognized Decision**
- ☐ **Response to National Recognition With Conditions**
- ☐ **Response to a Deferred Decision**

State licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

X Yes □ No

Section I. #1. Description of any state or institutional policy that may influence the application of Educational Diagnosticians-CEC standards.

Angelo State University is a regional comprehensive institution of higher learning offering programs in teacher education at the graduate level. The Graduate School serves students in

Texas and beyond who have their Bachelor's Degree and are seeking a Master's in Educational Diagnostics (M.E.). Students may also return for a second or post Master's Certification in Diagnostics. The purpose of the College of Graduate Studies is to provide advanced, specialized training that strengthens the academic and professional competence of the students. The graduate program is designed to develop students' capabilities for independent study, train students in the techniques of research, and acquaint them with research in their field of study. Angelo State University is a member of the Texas Tech University System.

The course work is similar for all students. No more than six hours may be transferred into this program from other graduate schools. The candidates are small in number, usually five to seven per class. These diagnosticians must be prepared to analyze efficiently, thoroughly, and accurately the cognitive, affective, and psychomotor needs of developing individuals who exhibit characteristics of learning problems or exceptional learning skills.

The program prepares graduate students to assess individuals, birth through twenty-one years of age, for admission to special programs in Texas schools. Once accredited as diagnosticians, they must conduct pre-referral meetings. At the pre-referral meeting, observations of the child in question are presented along with concerns of the classroom teachers. The observation of the student that suggests a special needs program may be required is presented to the parent by the licensed diagnostician. Permission must be obtained at this meeting in order to continue the assessment of the affected child. Final results of testing/evaluation are formulated in a report prepared by the diagnostician. The report is presented in meetings with parents, counselors, teachers, and supervisors to form the basis for an educational plan for the affected students.

Section I. #2. Field experiences occur throughout the program. These experiences are meant to change the candidate from observing to participating in the program. In the foundation courses the candidate is required to observe and interact with students in all age groups to gain knowledge in areas of human growth and development. Candidate studies the life span, including physiological, social, emotional, cognitive, language, and cultural influences. A research course is designed to acquaint the candidate with the procedures involved in conducting research to find new information about children. Types and methods of educational research are completed in field study/research projects utilizing appropriate methods of educational research.

Specialization covers approximately three-fourths of the total semester hours in the Masters of Education-Educational Diagnostics program. During the semesters these candidates are involved in these courses, field experiences are required. The course which studies nature and types of mental differences and other cognitive problems, Psychology of Children with Cognitive Disabilities, requires observation in schools and/or within the community to prepare these candidates to understand the life span involvement of these children or adults and their families. Approximately ten hours are involved within the semester course. The Individual Testing course requires students to complete ten individual intelligence tests. These candidates are required to provide completed protocols and reports for each test and administer each test to a different age group. The time allotment for this assignment is approximately forty hours of field and clinical experiences. During the Appraisal of Learning Disabilities course, the candidates/graduate students are required to assess the

following areas: classroom observation, achievement (in class) oral expression, listening comprehension, written comprehension, basic reading skills, reading comprehension, mathematics calculation, mathematics reasoning, spelling, behavior (social-emotional), pre-school screening, adaptive behavior, and career/vocational. Again, approximately forty hours of clinical and field experiences are required to complete these assignments. A course in Language Disorders of Children is required to complete the course work for educational diagnostics. A field component is required to provide the candidate with experience in screening for aphasia, and central auditory disturbances. One semester of field work is required in Teaching Children with Learning Disabilities and Behavioral Disorders and Problems in the Education of Students with Mild Disabilities. These two courses are taught concurrently and the candidate is required to work in the school setting as an observer and practitioner for six weeks. During these two courses, the candidate studies management and motivation techniques and positive behavior support. Also studied are problems related to the education of individuals with learning differences. Special attention is given to the design of differentiated instruction and behavioral strategies to assists students learning. These two courses involve full-time field experiences.

Toward the end of the coursework, Laboratory Practicum in Special Education is completed. This course is designed to develop the skills, techniques, and competencies associated with the role of the Educational Diagnostician. Candidates work under the supervision of a certified Educational Diagnostician. Candidates work under the supervision of a certified Educational Diagnostician and the University Program Advisor.

Section I. #3.

Candidates for certification in Educational Diagnostics must complete these procedures for licensure: (1) admission to the Graduate Studies of Angelo State University, (2) Completion of the certification program, (3) approval to take the TExES test and (4) recommendation for certification. To apply for admission to this graduate program, the candidate must complete an application to The College of Graduate Studies which is a body of scholars designated as the graduate faculty and of students duly admitted to pursue studies beyond the baccalaureate degree. A member of the graduate faculty, appointed by the Dean of the College of Graduate Studies, with the approval of the Provost and Vice President for Academic Affairs and Student Affairs, serves as the graduate advisor. The College of Graduate Studies faculty and administration must authorize all degrees beyond the baccalaureate degree awarded by the University. To apply for admission to the program, the candidate must show promise of succeeding in a rigorous academic environment. This promise can be demonstrated through superior academic performance as an undergraduate, grade point average (GPA) and Official Graduate Record Exam (GRE). GPA of 2.5 overall or 3.0 in the last 60 hours and Official transcripts from all colleges or universities attended must be submitted. An essay of 500 words describing the educational plans, career objectives, commitment to Educational Diagnostics, research interests and experience, and personal goals must be written by the applicant.

Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

Candidates entering the certification program for Educational Diagnosticians must first be admitted to the College of Graduate Studies. The College of Graduate Studies is a body of scholars designated as the graduate faculty and of students admitted to pursue studies beyond the baccalaureate degree. The members of the graduate faculty are expected to maintain active participation in their respective fields of scholarship. The administrative head of the College of Graduate Studies is the Dean of the College of Graduate Studies, who reports to the Provost and Vice President for Academic and Student Affairs. In each graduate degree program, the Dean of the College of Graduate Studies, with the approval of the Provost and Vice President for Academic Affairs and Student Affairs, appoints one member of the graduate faculty to be graduate advisor. The graduate advisor assumes immediate responsibility for the program and counseling of graduate students .At the present time the Advisor to this program has completed all the requirements and applied for acceptance to be nationally certified as an Educational Diagnostician.. Faculty and administration of this College authorize all degrees beyond the baccalaureate degree.

Admission as either a degree-seeking or as a non-degree seeking student is granted by the Dean of the College of Graduate Studies with the recommendation of the department of proposed study. An application completed consisting of: an admission form, official transcripts, and GRE/GMAT scores. An essay of the candidate's personal plans, goals, and research interests, along with personal history is required. For regular admission a GPA of 2.5 overall and 3.0 in the last 60 hours is required. Provisional Admission, with conditions may be granted for applicants who fall slightly below the Regular Admission standards. A GPA of 3.0 is required for at least nine hours for these candidates.

A candidate must complete a written comprehensive examination at least four weeks, and passed no later than three weeks, before the candidate's degree is conferred. Candidates are cleared for registering for the Texas certification tests upon completion of course work required. Satisfactory scores for all Texas Certification are required before a candidate may practice in Texas as an Educational Diagnostician.

The Educational Diagnostics Program consists of 39 semester hours. The courses are either foundation or specialized. Foundation courses are offered to the candidates in other areas within the College of Education –Graduate Studies., while the Specialization courses are specifically for candidates within Educational Diagnostics. Attached is a listing of these courses.

Section I. #4.

Description of the relationship of the program to the unit's conceptual framework:

The purpose of the graduate program is to provide for advanced and specialized training beyond the baccalaureate program. In Educational Diagnostics the graduate study is intended to strengthen the academic and professional competence of the candidate, to

familiarize the student with past and current research, to train the student in the techniques of research, and to enable the student to relate to other scholars in the field of education. Our field of study demands a level of skills be learned to carry on research and investigation with a high degree of resourcefulness and self-direction.

In this field of study: 1) The graduate student is expected to assume greater responsibility and to exercise more individual initiative. 2) More extensive and intensive reading is required. 3) Greater emphasis is placed on productive research, such as testing of all age groups. 4) Seminar methods are employed by instructor and candidates to utilize greater participation. 5) Less instruction is provided in content, survey-type lecture courses. These areas are consistent with the nature and purpose of graduate work at this institution. The candidate must continually satisfy the Graduate Faculty by displaying superior intellectual and scholarly commitment in order to maintain graduate status and good standing in the school.

Unit assessments include State certification examinations and the practicum assessments preformed by the certified Educational Diagnosticians with whom the candidate works during the Laboratory Practicum. Work samples, case tudies, in class tests, out of class assessments, and portfolios are the assessments used in this graduate major.

Section I. # 5

Program Assessments:

Program assessments involve the assessments across the 39 semester graduate hours the Candidate is in the program. These assessments involve both knowledge and skills of the candidate. These assessments track the candidate as the course requirements are fulfilled and the candidate progresses thru the program.

Field Experiences:

Field experiences are required throughout the specialization courses. Specialization courses comprise approximately one half the total semester hours required for program completion. The beginning level specialization courses require experiences with differing ethnicities and environments. The courses involve all age and ability levels.

During the assessment courses, candidates are required to submit protocols and analyses of the results of testing. The candidates are required to complete 10-20 assessments on differing populations. Observations of the subject are also required to accompany each assessment. Prior to the Lab. Practicum/Capstone course six semester hours of total involvement within a special needs environment is required for all educational diagnostician candidates. A total of six weeks of daily involvement is required in this course. The graduate candidate has total involvement within the classroom and mentors an undergraduate teacher in training during this time. These graduate candidates observe undergraduates within the classroom and provide the leadership for these future teachers by demonstrating lessons,

assisting undergraduates in writing lesson plans, researching new technique to solve current and particular problems and act as consultants to these teacher candidates.

Throughout the specialization courses content and practice are aligned. All specialization courses require observations and assessments to be administered by the candidates. The last three specialization courses require time in the classroom. A full semester of work in the classroom/school is required the last semester.

This final course involves a field experience in which the future Diagnostician practices with the guidance of a Certified Education Diagnostician with a school environment. The candidate must complete a total of 100 hours of testing and involvement of test related activities during the semester. Activities include preassessments, legal meetings, parent meetings, student assessments, test interpretation, colleague meetings, staff meetings, district workshops, organization of paper work and reevaluations.

SECTION II- LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Name of Assessment	Type or Form Of Assessment	When the Assessment is Administered
1. TExES exam-Educational Diagnostician	State Licensure	Final course of program ED 6369
2. Internship Assessment	Interviews, Portfolio, Comprehensive Exams	Completion of Internship ED 6369
3. Testing Portfolio	Case Studies Essay	Specialization courses ED 6348, ED 6365
4. Field Experience	Testing Portfolio, Field Supervisor Evaluation Conducting ARD/PARD	Specialization Courses ED 6367, ED 6377, ED 6369

		Interpreting Assessment Report Writing	**Internship**
5. Candidates Impact on student Learning		**Teacher and Parent Consultation, ARD Meetings**	**Specialization Courses ED 6367, ED 6377, ED 6369**
6. Case Studies		**Student Contact, Work Sample, Reflection Paper**	**Specialization Courses ED 6348 ED 6365, ED 6361**

SPECIALIZATION COURSES FOR EDUCATIONAL DIAGNOSTICIANS

ED6348 - A specialized study focusing on the administration, interpretation and reporting results of individual intelligence tests and other diagnostic instruments emphasizing the identification of learning problems and recommendations for individual learning plans.

ED6361 - A study of the nature and types of mental differences and other cognitive problems. Topics include measurement of intelligence as it effects mental and personality development, collaborative school-home learning and management issues, and appropriate discipline techniques.

ED6362 - An introduction to the basic principles of special education programs focusing on school-home learning problems.

ED6364 - A course designed to address the special techniques required for teaching individuals with cognitive differences. Topics include alternate curriculums, alternate assessment methods, instructional strategies, and methods of documentation.

ED6365 - Development of diagnostic techniques using a wide variety of assessment instruments to diagnose areas associated with learning problems. Emphasis on preparing and monitoring individual progress reports throughout the year.

ED6367 - - A study of problems related to the education of individuals with learning differences. Special attention is given to the design of differentiated instruction and behavioral strategies to assist student learning. A field experience component will be required.

ED6369 - Designed to develop the skills, techniques, and competencies associated with the role of the educational diagnostician. Individuals will work under the supervision of a certified education diagnostician and a faculty member. Grading will be either pass or fail.

ED6377 - A study of problems related to the education of individuals with learning differences. Special attention is given to the design of differentiated instruction and behavioral strategies to assist student learning. A field experience component will be required.

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each CEC standard below, identify the assessment(s) in Section II that address the standard. One assessment may
apply to multiple CEC standards.

COUNCIL FOR EXCEPTIONAL CHILDREN
STANDARDS FOR ALL BEGINNING EDUCATIONAL DIAGNOSTICIANS

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

Special Education Standard # 1:

Assessments:

Knowledge: **#1. X #2. X #3. X #4. X #5. X #6. X**

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: **Assessments:**

Knowledge: **1. X #2. X #3. X #4. X #5. X #6. X**

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: **Assessments:**

Knowledge: **#1. X #2. X #3. #4. #5. X #6. X**

ED3K1	**Influences of diversity on assessment results.**
Skills:	**None**

Special Education Standard # 8:

Assessments:

Knowledge: **#1. X #2. X #3. X # 4. X #5. X #6. X**

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:

Assessments:

Professional and Ethical Practice:#1. X #2. X #3. X #4. X #5. X #6. X

Knowledge: None

Skills:

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

Special Education Standard # 10:

Assessments:

Collaboration: #1. #2. X #3. X #4. X #5. X #6. X

Knowledge: None

Skills:

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

SECTION IV—EVIDENCE FOR MEETING STANDARDS

Assessment # 1: TExES exam—Educational Diagnosticians

Texas Administrative Code (TAC) Section 230.5(b) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. **The Texas Examinations of Educator Standards (TExES)** program was developed for this purpose.

Candidates complete the examination designed for the Educational Diagnostician. The test framework is based on the educator standards for a particular content field. The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies.

The TExES Educational Diagnostician Exam is a certification examination that is designed to determine if an individual has the skills and knowledge necessary to be an educational diagnostician. An educational diagnostician is an individual that identifies the special needs of students with disabilities and works to fulfill those needs by using special instruction, assessment, and other techniques. This exam assesses an individual's knowledge of the methods to identify students with disabilities, methods to identify the severity of the disability and the needs of the student, methods to help the student learn in spite of his or her disability, and the professional roles, responsibilities, and concerns associated with being an educational diagnostician. The exam consists of 90 multiple-choice questions, 80 of which are scored and 10 that are not scored, that are related to the following areas:

- Students with Disabilities (18 questions)
- Assessment and Evaluation (27 questions)
- Curriculum and Instruction (18 questions)
- Professional Roles, Responsibilities, and Concerns (18 questions)

- **Domain I Students with Disabilities (Approximately 22% of the test)**
- **Standards Assessed:**
- **Educational Diagnostician Standard V:**
- The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
- **Educational Diagnostician 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.
-
- **Domain II Assessment and Evaluation (Approximately 33% of the test)**
- **Standards Assessed:**

- **Educational Diagnostician Standard IV:**
- The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
- **Educational Diagnostician Standard VI:**
- The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

- **Domain III Curriculum and Instruction (approximately 22% of the test)**
- **Standards Assessed:**
- **Educational Diagnostician Standard IX:**
- The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies
- **Educational Diagnostician Standard X:**
- The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

- **Domain IV Foundations and Professional Roles and Responsibilities (approximately 22% of the test)**
- **Standards Assessed:**
- **Educational Diagnostician Standard I:**
- The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.
- **Educational Diagnostician Standard II:**
- The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.
- **Educational Diagnostician Standard III:**
- The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.
- **Educational Diagnostician Standard VIII:**
- The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

ASSESSMENT #1- CONTENT KNOWLEDGE: TExES Examinations - Data from licensure tests or professional examinations of content knowledge.

SCORING: Educational Testing Service scores the examinations. A total test scaled score is reported on a scale of 100-300. The minimum passing score is a scaled score of 240. The passing standard is set by the State Board for Educator Certification (SBEC) and is approved by the State Board for Texas Education. This score represents the minimum level of competency required to be Educational Diagnostician in this field in Texas public schools. Scores are reported in the major content domains of the test and in the specific content competencies of the test. This information is useful in identifying candidate strengths and weaknesses in content preparation.

Finding: Over the past three years Angelo State University's pass rate has not improved but rather has fallen off slightly. Angelo State University has three years of data available on this pass rate assessment generated by 24 candidates. Total passed: 23; total failed: 1. Percentage passed: 95.3%; percentage failed: 4.17% over the past three years.

Interpretation of data: The data charts in this section reflect the trend of Angelo State University's special education Diagnostician program, which is to improve student performance. The test framework is based on the educator standards for a particular content area. Each domain in the TExES covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies.

Data aggregation procedures will be critically reviewed in light of the support needed to sustain this past performance on the TExES state certification standards but also the same effort will be employed to assure that the CEC standards are equally covered in the future. It is predicted that changes in our program will occur over the next few years as the demands of adjusting and improving our program using CEC standards are more clearly understood.

Assessment 1 Data Table

DATA: CERTIFICATION TEST PASS RATES* (Revised and Updated 9/9/08)
*Data obtained from Texas Education Agency's Accountability System for Educator Preparation (ASEP) report on pass rates sorted by Test.

	COMPLETION YEAR 2006			COMPLETION YEAR 2007			COMPLETION YEAR 2008		
Educational Diagnostician Pass Rate	Tests taken	Tests Passed	Pass Rate	Tests taken	Tests Passed	Pass Rate	Tests taken	Tests Passed	Pass Rate
Diagnostician (TExES)	7	7	100	11	11	100%	6	4	66.7%

Assessment 2 - CONTENT KNOWLEDGE: Internship Assessment- e-folio Presentation

1) Description: Efolio presentations are the final work presented by a graduate student in Educational Diagnostics in the College of Education,. The Educational Diagnostician candidate must prepare and present work that describes, defines, and justifies the accomplishments of the

candidate's program. Each candidate places work completed during the 36-39 hours of graduate course work into this efolio. The advisor to this program must complete several evaluations throughout the program to review and advise the author/candidate. Steps involved, but not limited to the program, are discussed below.

The candidate participates in an introduction program; this program is provided by the graduate student privately and during a graduate class which demonstrates the use of Taskstream to provide the vehicle for the e-folio contents. The program is based on Texas Standards for Educational Diagnosticians. National standards will be added based on the Council for Educational Diagnostic Standards in the Spring of 2009.

2) The **purpose** of the **e-folio Presentation** is to provide candidates the opportunities to connect aspects of their training to the professional literature, text, class lectures, their own personal content knowledge, and discussions with peers and supervisors in the area of instruction for students with special needs. Candidates will submit the sub-assignments toward a complete analysis using the notes and reflections they have collected in their training and field placements in previous semester. Each practicum candidate will discuss their overall experience, performance, struggles, needs, and the value of the educational experience in which they have participated. The candidate gets a review of the content of the efolio by email along with a face-to-face presentation with the advisor, which involves question and answer time. After the candidate has participated in this question and answer session, work begins to finalize the candidate's presentation. When work is submitted by the author/candidate, it is reviewed by the advisor and returned for re-write/re-work. Each candidate must make changes and resubmit to the advisor after which time it is published in the efolio for the graduate committee to evaluate. The graduate committee consists of three professors from the College of Education. The efolio presentation is approximately 1-1/1/2 hours in length. The faculty committee, without the candidate's presence, discusses the efolio and then votes to either pass or fail the candidate. Total time for faculty involvement for the above planning and presentation is approximately 3 hours.

Educational Diagnostician Program e-folio

Preparing a Reflection Statement (Preparing a Reflection Statement info) The purpose of the e-folio is to demonstrate your proficiency and application of the TExES Educational Diagnostician Standards.

The reflection statement is one of the most important components of your portfolio. It essentially shows how a group of artifacts illustrates your competency as an educational diagnostician. The reflection statement is where you make your case (that is, where you present the reasons) for your proficiency in each of the Educational Diagnostician standards. The artifacts are the support material for the assertions (case) you are making.

1. Review the Educational Diagnostician standards in Texas Administrative Code (Title 19 Part 7 Chapter 239 Subchapter C Rule §239.83) and consider the layout of the Directed Response Folio (DRF).

2. Review the evaluation rubric. Be sure you understand the terms and concepts used in the rubric description. Write a reflection statement that covers all the components included in the rubric.

3. Include in the reflection statement (must be in the first artifact) the course number and title that you were taking when the artifact was developed.

4. Explain what you are illustrating in terms of your knowledge and abilities and what was learned through the creation of that artifact. How will that knowledge and/or skill guide you as an educational diagnostician? How does that artifact shape your development as a professional? Most importantly, describe how the artifact (or the experience it illustrates) documents that you have met the learning goal included in the rubric (standards).

5. Do not assume your reader knows what you are intending to show or what the point of each artifact is. Analyze your audience and do not expect them to read your mind.

Suggested Artifact Entries

There should be 3 artifacts for each standard that you should collect. The first should be an **Authentic Artifact (Document) and it should be something** you actually created. That could be tests/essays you scored, newsletters you sent home, learning stations you created as well as examples of student work, projects, models, and assessments. The evidence can be the paper documents, photographs of 3-D projects, or photos or videos illustrating cooperative learning, using manipulative, or presentations.

Explanations and/or Reflections, Validation Entries or Observations by third party. A well-developed portfolio contains examples from each of the different categories. You might want to make a grid as you select and identify artifacts and make certain that you have representation from each of the categories outlined below.

1. **Authentic Artifact (or Documentation) includes** examples of things
2. **Explanations or Reflections** as an artifact will include teacher-developed narratives (oral or written) that provide context and clarification of an event, an activity or a product as it related to a standard. Explanations or Reflections can be journal entries related to an incident, notes jotted at the bottom of a lesson plan about adaptations for next time, or formal rationales developed for an item.
3. **Validation Entries or Observations** artifact will represent a third party view of an event or product. Formal observations and evaluations come under this category-someone else is providing verification of what you have identified as an artifact. These are usually not used as stand alone artifacts, but help support the developer's case regarding a quality issue and can provide additional information from another point of view.

When your artifacts have been identified, the most important part of the process begins. You must provide a **REFLECTION (minimum of a couple of paragraphs)** upon the artifacts. Include in the written component is 1) your purpose for developing and using the artifact and the course of origin, 2) your motivation in selecting the artifact as evidence of a particular standard, and 3) how the artifact meets all the subsections of the particular standard. Reflections developed for use in the portfolio are known as rationales. Rationales provide

context and set the purpose for the artifact so be clear and concise while at the same time providing the reader with a clear understanding of why it addresses the identified standard.

Assessment 3 - Assessment that demonstrates candidates can effectively plan classroom-based instruction via assessments: Testing Portfolio: Case Studies and Essay

1) Description: This assessment is a Testing Portfolio includes a compilation of competed tests including protocols and reports for each test. Assessment areas evaluated are intelligence, achievement, behavior (social/emotional), adaptive behavior, oral expression, and listening comprehension. The assessment review and administration process begins in ED 6348 and continues in the remaining core courses, the six practice administrations include a narrative of the assessed student's strengths and areas of need, instructional strategies, and recommendations. A scored protocol is included with each practice administration write-up. By the end of this program candidates have an assessment review and six practice administrations for at least one measure (norm- and criterion-referenced) in each of the following areas: reading (phonemic awareness, phonics, decoding, vocabulary, fluency, comprehension); mathematics (numerical operations and mathematical reasoning); language (receptive and expressive); written language (written expression and spelling); preschool, self-help, adaptive, language (receptive and expressive), motor (gross and fine), and cognitive; ADHD; adaptive behavior; motor development; vocational; and social/emotional.

2) This assignment and process is primarily aligned with CEC Standards 2, 3, and 8 (Development and Characteristics of Learners, Individual Differences, and Assessment). Specifically, Standards 2 and 3 deal with issues of unbiased assessment and diversity. Both are components of the assessment review process candidates complete for 15 different assessment measures or more. Candidates keep an Assessment portfolio that allows them to see their progress and accumulation of knowledge, skill, and expertise in the area of assessment using criterion-referenced (e.g., curriculum-based assessment) and norm-referenced (standardized) measures. During the 15 assessment measure reviews and administrations, CEC Knowledge of Skills (ED8K1-9 and ED8S1-14) are addressed. A rubric for this assignment has not been developed but will be used to delineate the focus of these CEC standards.

Assignment
For this particular assignment, candidates are required to demonstrate an understanding of assessments of individuals with disabilities. Candidates must conduct each assessment and review the administration process for six practice administrations. Each administration must include a narrative of the assessed student's strengths and areas of need, instructional strategies, and recommendations. A scored protocol is included with each practice administration write-up. By the end of this program candidates have an assessment review and six practice administrations for at least one measure (norm- and criterion-referenced) in each of the following areas: reading (phonemic awareness, phonics, decoding, vocabulary, fluency, comprehension); mathematics (numerical operations and mathematical reasoning); language (receptive and expressive); written language (written expression and spelling); preschool, self-help, adaptive, language (receptive and expressive), motor (gross and fine), and cognitive; ADHD; adaptive behavior; motor development; vocational; and social/emotional.

Diagnostician candidates must demonstrate their understanding of student abilities and behaviors with disabilities by assessing and evaluating their performance using norm- and criterion-referenced assessments. Candidates are requested to suggest evidence-based instructional strategies found in their textbooks and/or three peer-reviewed educational journals based on the results of the assessments. Candidates must select, adapt, and note instructional strategies that will promote challenging learning results for an assortment of students with learning related disabilities in a general education classroom with their peers without special learning needs.

Assessment 3 - Testing Portfolio: Case Studies and Essay

A rubric for this assignment has not been developed but will be used to delineate the focus of these CEC standards

Assessment 3 - Test Portfolio

Finding: Given that data has not been collected, program faculty have not had the opportunity to analyze any data. When data is available faculty will review and make recommendations for program and course improvement.

Interpretation of data: In this case, the data related to our current undergraduate program has not been collected. This assessment will have initial data collected in the fall of 2009.

Attached is the proposed assessment table
This table will presents undergraduate program data over the next three years. Given that this is a pilot and data has not been collected, program faculty have not had the opportunity to analyze any data. When data is available faculty will review and make recommendations for program and course improvement.

Assessment 3 - Test Portfolio

Program e-folio				
Year	Unsatisfactory Does not or inconsistently meets standards.	Basic Meets minimal standards.	Proficient Consistently meets standards.	Distinguished Consistently exceeds standards.
2008-2009	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
2009-2010	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
2010-2011	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
Totals	___ (__%)	___ (__%)	___ (__%)	___ (___%)

Assessment # 4: Research Projects:

Students will be expected to complete **Individual** Research Projects based on assessment and strategies discussed in the first three weeks of class.

Papers submitted to the professor should be typed in **12 point font and double-spaced.** Scoring Guide used by professor is in Blackboard under Course Information. PowerPoint presentations of your materials are also required to be posted online for peer evaluation. Assignments should reflect your professional best as an educator and will be graded accordingly. Please edit for spelling, grammar, and punctuation!

The Research Projects involve investigations of a assessments used in education and thir relationship to the curriculum. Sources must be reputable and current, whether online, journals, or books. Please submit your Assessment topic for evaluation as soon as possible to the professor. Only one individual may investigate each assessment topic.

Individual projects should be 9-10 pages, plus a reference page (8 references minimum). The completed written project should be submitted as one document to the professor. The completed PowerPoint must be submitted online for peer review as one document. Please remember that PowerPoint slides should have minimal text (like an outline) and only be a summary of your material. Citation of sources not required in PowerPoint, only in the paper submitted to the professor. Also, check your PowerPoint slides for complete sentences needing periods. Even if bulleted information, complete sentences require a period. You can lose LOTS of points this way!! For example, "Engage students." is a complete sentence, because it is a command!

Additionally, candidates will be required to prepare a "best evidence" collection of artifacts demonstrating competence on the standards. Candidates select artifacts for each TExES and CEC standard that demonstrates skills or growth over the semesters. Each artifact includes a reflection on why that piece was selected and how the piece shows growth or competence. The summative assessment of the candidate's skills and experience incorporates evidence to determine the candidate's final evaluation.

Name _____ Assessment Evaluated _____

Scoring Guide for Individual Research Project

I. **Content** – 60 points
   a. Appropriateness of material to topic
   b. Amount of material presented

II. **Structure** – 10 points
   a. Organization
   b. Neatness
   c. Citations in APA Format

III. **Language** –5 points
   a. Grammar
   b. Punctuation
   c. Spelling

IV. **Resources/References** – 10 points
   a. Amount
   b. Quality
   c. APA Format

V. **Oral Presentation** – 15 points
   a. Time frame
   b. Professional appearance
   c. Speech quality
   d. Effective visuals

Finding: Given that data has not been collected, program faculty have not had the opportunity to analyze any data. When data is available faculty will review and make recommendations for program and course improvement.

Interpretation of data: In this case, the data related to our current undergraduate program has not been collected. This assessment will have initial data collected in the fall of 2009.

Attached is the proposed assessment table
This table will present program data over the next three years. Given that this is a pilot and data has not been collected, program faculty have not had the opportunity to analyze any data. When data is available faculty will review and make recommendations for program and course improvement.

Assessment 4- Individual Research Project

Program e-folio				
Year	Unsatisfactory Does not or inconsistently meets standards.	Basic Meets minimal standards.	Proficient Consistently meets standards.	Distinguished Consistently exceeds standards.
2008-2009	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
2009-2010	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
2010-2011	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
Totals	___ (__%)	___ (__%)	___ (__%)	___ (___%)

Assessment 5: Assessment that demonstrates Candidate effects on student learning: Case Study

1) Description: The current assessment of candidate impact on student learning is accomplished as a part of formative evaluation during the practicum. Case studies represent information gained from assessing students in all areas of classroom work, including cognitive, affective, and physical areas. These case studies form the basis of recommendations for future educational programs for each individual who is evaluated. Candidates must explain to the teacher and parents the evaluation results in a consultation and/or ARD Meetings.

Each candidate must select a student to assess and develop a formative and summative repot in the form of a case study. The current assessment of candidate impact on student learning is accomplished as a part of formative evaluation during the practicum. Case studies represent information gained from assessing students in all areas of classroom work, including cognitive, affective, and physical areas. These case studies form the basis of recommendations for future educational programs for each individual who is evaluated. Candidates must explain to the teacher and parents the evaluation results in a consultation and/or ARD Meetings. Then present the results and reflection to the class during one of our final meetings.

Case Studies and Presentation

A rubric for this assignment has not been developed but will be used to delineate the focus of these CEC standards

Finding: Given that data has not been collected, program faculty has not had the opportunity to analyze any data. When data is available faculty will review and make recommendations for program and course improvement.

Interpretation of data: In this case, the data related to our current undergraduate program has not been collected. This assessment will have initial data collected in the fall of 2009.

Attached is the proposed assessment table
This table will present program data over the next three years. Given that this is a pilot and data has not been collected, program faculty has not had the opportunity to analyze any data. When data is available faculty will review and make recommendations for program and course improvement.

Assessment 5 – Case Study

Case Study				
Year	Unsatisfactory Does not or inconsistently meets standards.	Basic Meets minimal standards.	Proficient Consistently meets standards.	Distinguished Consistently exceeds standards.
2008-2009	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
2009-2010	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
2010-2011	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
Totals	___ (__%)	___ (__%)	___ (__%)	___ (___%)

Assessment # 6: Research Paper (ED 6362)

Candidates are required to select from the following topics: Attention Deficit Disorder, Dyslexia, Down's syndrome, Mental Retardation, Learning Disability, Acquired Immune Deficiency Syndrome (AIDS), Multiple Sclerosis, Cerebral Palsy, Spina bifida, Cystic fibrosis, or Fetal Alcohol Syndrome. Discuss the history, characteristics, and instructional issues and support with research. Then close your paper with instructional practices, and long term prognosis supported by research as noted in your text and journal articles. The paper must include a minimum of 7 sources, including your text books, and the rest should be professional journal articles. (Examples of acceptable journals include Reading Research Quarterly, Learning Disabilities Research and Practice, Reading Research and Instruction, Exceptional Children, Learning Disability Quarterly, Reading and Writing Quarterly, Journal of Special Education, and Journal of Learning Disabilities) No Internet site can be used in this paper. Avoid popular magazines (Woman ‘s Day, Cosmopolitan, Reader’s Digest and the like), newspapers, and web pages of doubtful origin and authority. The electronic databases in the library are your best resources. The articles should be substantial length, enough to explore the topic in some detail (6-8 pages at least).

Ed 6362 Research Paper

§ Select your topic: Pick from the following topics: Attention Deficit Disorder, Dyslexia, Down's syndrome, Mental Retardation, Learning Disability, Acquired Immune Deficiency Syndrome (AIDS), Multiple Sclerosis, Cerebral Palsy, Spina bifida, Cystic fibrosis, or Fetal Alcohol Syndrome. Discuss the history, characteristics, and instructional issues and support with research. Then close your paper with instructional practices, and long term prognosis supported by research as noted in your text and journal articles.

§ The BODY of the paper should be 5-7 double-spaced, typed pages using font size 12 and Times New Roman script (cover page and reference pages not counted in this total). Your paper should have one-inch margins on each side. Four full pages and a partial fifth

page will not meet the requirements for this paper. Follow the format in the AMERICAN PSYCHOLOGICAL ASSOCIATION (APA).

§ APA style describes rules for the preparation of manuscripts for writers and students in psychology (and for us in special education). These rules cover areas such as the content and organization of a manuscript, writing style, references, and how to prepare a manuscript for publication. APA style breaks papers up into sections, which helps you to present information clearly and also allows readers to quickly find and process the information they need. APA style is unlike other forms of writing that encourage more creativity and variation in language. APA style often involves writing according to a "formula" of sorts. Once you learn the formula, you can master APA style. Adhering strictly to formatting rules, keeping sentence structure simple, using headings, and maintaining parallel structure when reporting details and results helps to make your writing clear.

§ A minimum of 7 sources, including your text books, and the rest should be professional journal articles. (Examples of acceptable journals include Reading Research Quarterly, Learning Disabilities Research and Practice, Reading Research and Instruction, Exceptional Children, Learning Disability Quarterly, Reading and Writing Quarterly, Journal of Special Education, and Journal of Learning Disabilities) No Internet site can be used in this paper. Avoid popular magazines (Woman ‘s Day, Cosmopolitan, Reader’s Digest and the like), newspapers, and web pages of doubtful origin and authority. The electronic databases in the library are your best resources. The articles should be substantial length, enough to explore the topic in some detail (2-3 pages at least).

§ The final paper is worth 300 points: format: 100 pts; structure and grammar: 50 pts; content:150 pts.

§ You will receive 5 extra percentage points if the paper is turned in two days or more before the due date. If the paper is turned in after the due date (August 7th) I will deduct 5 percentage points for each day the paper is late.

The process of writing the research paper
1. Decide on the topic
2. Find and photocopy reliable sources
3. Decide exactly what the arguable/provable point of your paper will be (thesis statement)
4. Collect information about your topic from the sources you have. (Using a different color of highlighter for each source can be helpful).
5. Organize this information into a logical, detailed form (topic and sentence outlines)
6. Write your rough draft and type it. Save it on the computer.
7. Revise, make corrections, proofread, and check your paper against the grading rubric at the end of the packet.

8. Turn in your final paper on Blackboard.

Paper must be written in APA style
APA Style

APA style describes rules for the preparation of manuscripts for writers and students in psychology (and for us in special education). These rules cover areas such as the content and organization of a manuscript, writing style, references, and how to prepare a manuscript for publication. APA style breaks papers up into sections, which helps you to present information clearly and also allows readers to quickly find and process the information they need.
APA style is unlike other forms of writing that encourage more creativity and variation in language. APA style often involves writing according to a "formula" of sorts. Once you learn the formula, you can master APA style. Adhering strictly to formatting rules, keeping sentence structure simple, and maintaining parallel structure when reporting study details and results helps to make your writing clear.

For example: "The first hypothesis stated that marital conflict would predict behavior problems in school-aged children. The second hypothesis stated that the effect would be stronger for girls than for boys. The third hypothesis stated that older girls would be more affected by marital conflict than younger girls." is preferred to "It was predicted that marital conflict would predict behavior problems in school-aged children."

Another example: "The authors also had another interesting idea to investigate. They wanted to know whether marital conflict would predict behavior problems in children and they wanted to know if the effect was greater for girls than for boys, particularly when they examined two different age groups."

These sentences could be broken up into shorter, simpler sentences. Can you think of some ways that you would break up the sentences?

When you write in APA style, you rarely use first person voice ("I studied..."). This is rarely done in published journals and when it does occur, it's only done by very senior scholars. You should use the third person or passive voice constructions when writing in APA style ("The study showed...") unless you are co-authoring a paper with at least one other person, in which case you can use "we." ("Our findings included...") In general, you should foreground the research and not the researchers.

You should also avoid use of the words "proof" or "proves." One convention of scientific writing is that no single study can prove a theory or hypothesis. Rather, experts look for a convergence of the evidence from several studies. Instead of using the words "proof" or "proves," you can can say:

* The evidence suggests?
* Growing evidence provides support for...
* The study results provide support for the hypothesis that?
* Several studies indicate (or suggest, or provide support for) the idea that...

There are other variations that would be acceptable in addition to those suggested above

Scoring Guide for ED 6362 Research Project

Name _____ Assessment Evaluated _____

I. **Content** – 60 points
   a. Appropriateness of material to topic
   b. Amount of material presented

II. **Structure** – 15 points
   a. Organization
   b. Neatness
   c. Citations in APA Format

III. **Language** –10 points
   a. Grammar
   b. Punctuation
   c. Spelling

IV. **Resources/References** – 15 points
   a. Amount
   b. Quality
   c. APA Format

Finding: Given that data has not been collected, program faculty has not had the opportunity to analyze any data. When data is available faculty will review and make recommendations for program and course improvement.

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Attached is the proposed assessment table
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Assessment 6 -

Research Paper				
Year	Unsatisfactory Does not or inconsistently meets standards.	Basic Meets minimal standards.	Proficient Consistently meets standards.	Distinguished Consistently exceeds standards.
2008-2009	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)

2009-2010	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
2010-2011	N = __ (___%)	N = __ (___%)	N = __ (___%)	N = __ (___%)
Totals	___ (__%)	___ (__%)	___ (__%)	___ (___%)

Assessment # 7: Field Experience

Field experiences occur throughout the program. These experiences are meant to change the candidate from observing to participating in the program. In the foundation courses the candidate is required to observe and interact with students in all age groups to gain knowledge in areas of human growth and development. Candidate studies the life span, including physiological, social, emotional, cognitive, language, and cultural influences. A research course is designed to acquaint the candidate with the procedures involved in conducting research to find new information about children. Types and methods of educational research are completed in field study/research projects utilizing appropriate methods of educational research. Toward the end of the coursework, Laboratory Practicum in Special Education is completed. This course is designed to develop the skills, techniques, and competencies associated with the role of the Educational Diagnostician. Candidates work under the supervision of a certified Educational Diagnostician. Candidates work under the supervision of a certified Educational Diagnostician and the University Program Advisor.

Specialization covers approximately three-fourths of the total semester hours in the Masters of Education-Educational Diagnostics program. During the semesters these candidates are involved in these courses, field experiences are required. The course which studies nature and types of mental differences and other cognitive problems, Psychology of Children with Cognitive Disabilities, requires observation in schools and/or within the community to prepare these candidates to understand the life span involvement of these children or adults and their families. Approximately ten hours are involved within the semester course. The Individual Testing course requires students to complete ten individual intelligence tests. These candidates are required to provide completed protocols and reports for each test and administer each test to a different age group. The time allotment for this assignment is approximately forty hours of field and clinical experiences. During the Appraisal of Learning Disabilities course, the candidates/graduate students are required to assess the following areas: classroom observation, achievement (in class) oral expression, listening comprehension, written comprehension, basic reading skills, reading comprehension, mathematics calculation, mathematics reasoning, spelling, behavior (social-emotional), pre-school screening, adaptive behavior, and career/vocational. Again, approximately forty hours of clinical and field experiences are required to complete these assignments. A course in Language Disorders of Children is required to complete the course work for educational diagnostics. A field component is required to provide the candidate with experience in screening for aphasia, and central auditory disturbances. One semester of fieldwork is required in Teaching Children with Learning Disabilities and Behavioral Disorders and Problems in the Education of Students with Mild Disabilities. These two courses are taught

concurrently and the candidate is required to work in the school setting as an observer and practitioner for six weeks. During these two courses, the candidate studies management and motivation techniques and positive behavior support. Also studied are problems related to the education of individuals with learning differences. Special attention is given to the design of differentiated instruction and behavioral strategies to assists students learning. These two courses involve full-time field experiences.

SECTION V: ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Overall the Diagnostician program at Angelo State University has been focused on the TExES standards for the past three years. Candidates who do not meet the Texas standards set forth for diagnosticians must retake and meet all standards in order to become certified. Angelo State University provides methods and standards whereby students who fail to meet standards required must take additional course or redo key assignments.

Since 2005, there has been evidence that the state Diagnostician certification pass rates have slipped from 100% to 67%. During that time there has also been a reeducation of the number of students completing the Diagnostician program as faculty have worked to transform the program. The majority of the changes have been in conjunction with the university NCATE process. The Special Education program faculty at Angelo State University believes that meaningful change is an ongoing process and that we are moving in the right direction. Although we have not yet fully implemented this system, we have outlined a plan to create a program infrastructure which will support our efforts over time.

Angelo State University Special Education faculty have spent the last two years reviewing the current program needs and have begun the process of establishing a plan to align the TExES Standards and the CEC standards in to the current courses to produce a more robust program. This new program will introduce many new assessments to cover standards that had not been previously addressed. In addition field experiences have been initiated and intensified to provide candidates the opportunity to practice the skills that have been taught. Progress towards a system is evident in the changes noted earlier in the program. It has been our good fortune to have several special education program supervisors from local district assist during these early stages of development and suggest changes in programs. This has enabled us to carefully anchor programs in the reality of the field.

Preparing for the NCATE/CEC accreditation reports and upcoming site visit has worked in conjunction with needed program changes that are in progress. As the special education faculty revise our current Diagnostician program, it has been a timely opportunity to implement these performance based standards. This has provided a strong purpose and sense of urgency that facilitated program faculty working together toward common goals. Program faculty devoted significant time and energy to achieving what all felt was a meaningful vision. Performance standards provided a guiding framework and the program leadership team developed the strategy and prioritized short-term steps needed to achieve the vision. As with any change, this is a messy

sometimes frustrating process but persistence produced the creation and implementation of innovative ideas for preparing high quality Diagnostician.

Performance data will be regularly compiled by the course or field experience instructor and provided electronically to the Diagnostician advisor (coordinator) who will also serve as data management coordinator for the program. The Teacher Education Unit is also exploring the potential benefits and possibility of purchasing a commercial data management software package.

Once aggregated data is available, the program advisor will summarize the data and collaborate with faculty to analyze results. Specific recommendations for improvements at the course and program level will be made and identified in written minutes. Recommendations based on assessment data will be used by the special education program advisor to develop annual goals and objectives for program improvement. Progress towards meeting these goals will be monitored in the annual program report each year.