The University of Texas at TYLER

College of Education and Psychology
School of Education

EDSP 5364

Seminar: Assessment in Special Education
University of Texas at Tyler
School of Education

Course:

Semester & Year:	EDSP 5364.60
Time & Days:	Online
Location:	Online

Instructor **Tammy L. Stephens, Ph.D.**

Adjunct Professor of Special Education

Hours:

Virtual by appointment.

Phone: 713-303-0682 (texts only, please)

E-mail: tstephens@uttyler.edu (**Preferred method of contact**)

** <mark>Please put your course number in your email subject line, e.g., EDSP 5364</mark>

It is my desire that each of you profits from this course. Please contact me via e-mail or meet with me by appointment if you need any assistance.

I also welcome you to visit with me in email if you need assistance or schedule a Zoom conference if you wish to discuss your grades or class performance.

Course Catalog Description:

This course is a detailed study of test construction and test administration. Includes instruction and clinical experience in the administration and interpretation of individual standardized achievement tests.

Major area: **Special Education – Educational Diagnostician**

Student Learning Outcomes:

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Specialty Set: Educational Diagnostician Specialist Standards.

Objectives/Learning Outcomes	Standards: SBEC *CEC*
Understand and apply knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.	Domain IV-Standard I, II *SEDS.5.K1* *SEDS.5K.4*
Understand and apply knowledge of ethical and professional practices, roles and responsibilities.	Domain IV-Standard I, II SEDS.6.K1-SEDS.6.K3 SEDS.6.S1-SEDS.6.S5
Acquire skills in the collection, maintenance and dissemination of records	Domain IV-Standard III, VIII SEDS.3.S1 SEDS.6.S1
Identify eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	Domain I-Standard V SEDS.1.S1-SEDS.1.S7
Understand and apply knowledge of student assessment and evaluation, program planning, and instructional decision-making	Domain II-Standard IV *SEDS.3.K1* *SEDS3.K2* *SEDS.3.S1* *SEDS.2.S2*
Select, administer, and interpret appropriate formal and informal assessments and evaluations.	Domain II-Standard IV, VI *SEDS.1.S1-SEDS.1.S7*
Address students' behavioral and social interaction skills through appropriate assessment, evaluation, planning and instructional strategies.	Domain III-Standard IX *SEDS.1.K9*
Demonstrate skills necessary for scheduling, time management, and organization.	Domain IV-Standard VIII SEDS 6.S4 SEDS.6.S5

Evaluation and Grading:

Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified.

Percentage of Weight by Assignment

Zoom Conferences, Test Narratives, Quizzes, Consents, etc.	20%
WJ IV #1-2 Tests of Achievement Administrations	25%
KTEA #1-2 Administration	25%
KTEA Video Administration	30%

There are three specific grading policies that you need to be aware of.

1. It is my policy not to round grades at the end of the semester. The percentage you earn is the letter grade that will be recorded. For example, a percentage of 89.5 to 89.9 will be recorded as a B and a percentage of 79.5 to 79.9 will be recorded as a C.
2. It is also my policy not to extend extra credit or additional assignments/activities at the end of the semester.
3. Finally, it is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

==Last Day to Withdraw from Class: November 1, 2021==

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 68% and below

Description of Course Assignments, Evaluation, and Grading:

1. **Zoom Video-Conferences:** Each student will participate in two Zoom Conferences throughout the semester. The primary purpose of these video-conferences is to facilitate conversations about assessment and course assignments/activities. The secondary purpose is to build an on-line community of learners **(75 points)**

2. **Quizzes**: After you have completed the module activities, you will take a quiz as noted on the course schedule. **Items and learning activities contained in the module are potential questions for quizzes. For example -- chapter readings, outside reading assignments, articles, video clips, assignments/activities, etc. (20 points)**

3. **Test Narratives:** Each protocol submission must be accompanied with a narrative documenting the individual assessment session. A template for the testing narrative will be provided. **(10 points)**

4. **Self- Evaluation of Video Administration:** You are required to video-

record the KTEA administration. You will complete a self-evaluation of the test administration. The critique must include a summary of performance on each subtest and overall strengths and weaknesses. (**25 points**)

Test Administrations Descriptions

All test administrations must be video-recorded subtest by subtest and uploaded to Edthena in order to receive credit.

5. **WJ IV Achv #1 Test Administration:** You will administer the WJ IV to a specified client. WJ IV #1 consists of the following:
   a. WJI V (WJ IV Scoring Rubric) **100 points**
   b. Test Narrative **10 points**
   c. Must be administered to an elementary student (Seven years of age or older and in first through fifth/sixth grade)

6. **WJ IVAchv #2 Test Administration:** You will administer the WJ IV to a specified client. WJ IV#2 consists of the following:
   a. WJ IV (WJ IV Scoring Rubric) **100 points**
   b. Test Narrative **10 points**
   c. Must be administered to a secondary student (i.e., middle or high school age/grade child and who is 17 years 11 months or younger)

7. **KTEA 3 #1 Test Administration:** You will administer the KTEA-III to a specified client. KTEA III #1 consists of the following:
   a. KTEA 3 (KTEA 3 Scoring Rubric) **100 points**
   b. Test Narrative **10 points**
   a. Must be administered to a secondary student (i.e., middle or high school age/grade child and who is 17 years 11 months or younger)

8. **KTEA 3 #2 Video Test Administration (Final):** You will video record the final test administration for this course. KTEA III Video Test Administration consists of the following.
   a. KTEA 3 (Video Administration Rubric) **244 points** **Even though you will be evaluated according to the video administration rubric, you are still required to score and submit the protocol, response booklets, and scoring analysis pages. Submissions without the scored protocol, response booklets, and analysis pages cannot be awarded credit for the KTEA 3 Test Administration.
      a. Video Self Evaluation **25 points**
      b. Must be administered to an elementary student (Seven years of age or older and in first through fifth/sixth grade)
      c. **KTEA-3 #2 is a benchmark assessment in our program. You must earn a score of 90% on KTEA-3 #2 on the Video Administration rubric that demonstrates your proficiency of test administration to be able to earn an A in the course. If you do not obtain a 90% on KTEA=3 #2 on the Video Administration rubric, the highest grade you can earn in the class is a grade of "B". If you do not achieve a 90% on this administration, an Individual Academic Remediation Plan will be drafted.**

Rescore Opportunities

*** You are allowed only one rescore opportunity per semester for the WJ IV Achvt OR the KTEA 3.**

1. *You are allowed ONE rescore opportunity per semester. If you make a raw score error on a test administration and you have already taken advantage of your one rescore opportunity, the scoring analysis pages will not be graded. The grade recorded will be based on subtest administration without the scoring analysis portion of the test administration.*

2. *You are allowed ONE rescore opportunity per semester. If you make a raw score error on an already rescored test administration, the scoring analysis page will not be graded. The grade recorded will be based on subtest administration without the scoring analysis portion of the test administration.*

Specific Assignment Requirements:

1. All protocols will be submitted with a digital recording of the administration as well as informed consent and scoring rubrics that have been self-evaluated. *NO protocols will be graded without these items.*

   <u>Items to be Submitted with Protocols</u>

   - Consent for Testing *(**Consent must be completed fully (this includes signature, dates, phone numbers, etc. of the graduate student and parent)— failure to do so will result in a grade of zero for protocol**)*
   - Protocols (Record Forms & Student Response Booklets)
   - Video Recordings of Test Administrations
   - Testing Narrative
   - Scoring Rubrics

2. **Participant Guidelines:** Participants must be chosen according to the "Participant Guidelines" noted at the end of the syllabus. Failure to choose participants according to the stated guidelines will result in a grade of a zero for the respective protocol administrations.

The final grade of the course will be determined by overall competency, with major emphasis placed on reports and testing skills. Competency also includes your *(a) professional and ethical development; *(b) preparation before testing; (c) ability to accept constructive criticism; *(d) interpersonal relationships with fellow students, teaching assistants, and instructor; (e) promptness in turning in materials to be evaluated, and (f) overall maturity and clinical skills.

Teaching Strategies

1. Approximately 3/4 of the course time will be devoted to administration of specific tests, test data interpretation, legal and ethical assessment considerations, assessment process, and report writing. Dissemination of this information will involve lecture, discussion, tutorials, and group activities.

   Basic testing procedures will be demonstrated to the class. Then students will learn the necessary procedures and practice administering the instruments.

2. The remainder of the course will be devoted to determining appropriate methods of assessing school-aged children, completing the assessment procedures, interpreting data, and writing individual diagnostic reports for use in instruction.

Required Texts:

Mather, N., & Wendling, B. J. (2015). Essentials of WJ IV Tests of Achievement Assessment. Hoboken, NJ: John Wiley & Sons.

Wendling, B. & Mather, N. (2008). *Essentials of evidence-based academic interventions.* Hoboken, NJ: John Wiley & Sons.

==In addition to the text, you need to purchase an Edthena license. (https://www.edthena.com). This will also be discussed in our first Zoom conference. Please wait for instructions before you register.==

NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Policies:

- **People First Language/Class Etiquette:** Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class, we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic child."

- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.

- **Communication:** You'll need to log in to Canvas regularly (at least once a week) to view that week's assignments and check announcements and the Coffee & Conversations discussion board – this is a forum in Canvas that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. My goal is to check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. However, I reserve the right to respond or not respond to any question that is posed. That said, I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

  If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

  Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your performance in this class, I'm happy to meet with you in a Zoom conference.

- **Course Organization and Frequent Logins:** This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

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- **Late assignments:** Because this is an online class, you have a lot of flexibility in where and when

you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. ***You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable or your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).*** At the end of this program, you will be an educational diagnostician. Special education directors are very firm about due dates. The consequences of not meeting due dates are serious and can be cause for contracts not being renewed.

Assignments are due Sundays at 11:59 p.m. as determined by the course schedule. The submission link expires at 11:59 p.m. so you will need to make plans to submit prior to this time. If you wait until 11:59 p.m. the submission link will have expired and you will not be able to submit your assignment. ***Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time.*** Assignments and due dates are noted on the course schedule located in the syllabus.

There will be <u>NO make-up activities or exams</u> for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

- **Assignment Submissions:** Assignments will only be accepted via the designated submission links/sites that are specifically noted in each module. I do not accept assignments via email. If the submission link and/or time have expired you have lost the opportunity to submit your assignment.

- **Resubmissions:** It is my policy that once an assignment is submitted that it is considered your best work and is the final draft. Therefore, I do not allow for assignments to be resubmitted even when you do not obtain a passing grade.

- **UniCheck:** All written assignments will be submitted via the Canvas submission link that utilizes UniCheck. UniCheck is a plagiarism detection device. A similarity match of 25% or greater indicates that you may have engaged in unethical behavior and a meeting with me will be scheduled.

- **Tutoring Sessions:** Tutoring session(s) will be available to you on a variety of topics regarding the test administrations. These sessions are optional and you are not required to attend. However, your attendance at these sessions are highly encouraged. There are no points associated with attending these sessions.

- **Zoom Conferences:** Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. To earn points for the Zoom conference you are expected to be in attendance for the duration of the meeting and actively contribute to the conversation.

You will not earn points if the environment is inappropriate for the conference, you are absent, you are late to sign in, you exit the conference early, you leave the conference and reenter even if you are only gone for a minute or two, or there are significant interruptions during the meeting.

Please take note of the following guidelines:

a. Create an environment that is conducive for participating in Zoom conferences. For example, this could be your office at home, kitchen table, etc. as long as it is distraction free. Participating in Zoom conferences in your car while driving or riding as a passenger or while engaged in activities not related to the conference will be considered as an inappropriate environment and you will not receive credit for attendance.
b. Once you are logged into the Zoom conference, you should be seated in an appropriate environment and remain seated for the entire time. You are to refrain from getting up and moving about during the Zoom meeting.
c. Please no eating or drinking during our conference.
d. Being on time, means that you have logged in and are ready to begin the Zoom conference when it is scheduled or within 1 to 3 minutes of the scheduled start of the conference. *Logging in after 3 minutes of the start time will be considered a late log in and points cannot be awarded even if you attend the entire meeting.*
e. Please make sure that you have access to a web-cam. We want to see your bright smiling face. ☺
f. Make plans to sign in early and have your technology working before the start of the meeting.
g. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
h. Make plans to attend the entire Zoom conference and contribute to the meeting. That is, have your commute and errands completed, family activities, obligations, and childcare taken care of before signing in for the meeting.

- **Contract for Test Administration:** You will be required to initial and sign a contract for test administration prior to the the first test adminisration in this course.

- **Written assignments:** Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. **All written assignments must be submitted via Word – (NO PDFs).**

- **Canvas:** You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.

- **Technology:** Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines.

- **Ethical Principles:** All testing and handling of test materials, examinees, and information obtained will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Association for Counseling and Development. Falsification of records is subject to serious consequences. Any violation of these guidelines will result in failure of this course and possible dismissal from the program.

- **Consent for Testing:** Before assessing or interviewing any child or adult, you must obtain informed consent. Consents must be submitted with the respective protocols. The Consent for

Evaluation Form is included in this syllabus. If informed consent is not obtained and included with each assessment, a grade of zero will be recorded.

- **Test Kits:** You are responsible for locating the required test instruments for EDSP 5364. You will need to borrow test instruments from your school district or local service center to meet the requirements of this course. UT Tyler is not responsible for any agreement that may be entered into between the district and the student as it relates to test instrument use. In the event that you are unable to locate a test instrument, you may check out test instruments from UT Tyler according to the test kit checkout guidelines. There are a limited number of available test kits and will be available on a first come first served basis.

- **Protocols:** Protocols for the assessment instruments required in EDSP 5371 will be posted on Canvas. Protocols that are posted are to be used only for the purposes of this course and cannot be used for any other purpose.

- **Participant/Client Selection:** You are required to find your own clients in which to administer the assessment instruments required for EDSP 5371. When selecting participants/clients, you ***must follow the Participant Guidelines*** that are noted at the end of the syllabus. Failure to do so will result in a grade of a zero. There will be no substitutions or swapping of age/grade for specific test administrations. That said, be proactive and have backup plans for each test administration.

Participant Guidelines

1. In seeking volunteers to serve as subjects for examination, the student should keep in mind four groups of individuals who should **not** be used as subjects: persons who are related to the student or with whom she or he has a close personal relationship **(children of the graduate student may NOT be used as participants for testing)**; persons the student has any reason to believe might need a psycho-educational evaluation during the next six months; persons who will not sign a release giving up their right to see specific test results; and children of other graduate students currently enrolled in EDSP 5364.

2. Because the graduate student does not know which grade level he/she may be working at when they are employed as an educational diagnostician, a variety of different aged children as testing participants is required for this course. **You must select different clients for each test administration.** **That is, clients can be tested ONE TIME ONLY during a semester.** **The following are the specified ages/grades in which the graduate student must select to administer the specific assessment instruments to.**

   - **Elementary** (Seven years of age or older and in first through fifth/sixth grade) – WJ IV #1
   - **Secondary (**i.e., middle or high school age/grade child and who is 17 years 11 months or younger) – WJ IV #2
   - **Elementary** (Seven years of age or older and in first through fifth/sixth grade) – KTEA 3 #1
   - **Secondary (**i.e., middle or high school age/grade child and who is 17 years 11 months or younger) – KTEA 3 #2

3. When testing children, the student **must** obtain permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being asked to withdraw from the course or the receipt of a failing grade.

4. Informed written consent needs to be obtained from adult examinees, as well. Consent forms pertaining to this course assignment are provided within this syllabus.

5. Material obtained from examinees is to be treated as **confidential**, meaning the student should identify subjects by their initials or pseudonyms on reports.

6. The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian on the basis of his or her evaluation. Test results should not be shared with the examinee or guardian.

The University of Texas at Tyler
School of Education
903-566-7133

Minor (Under age 18)

<u>Permission Form</u>

I grant my permission to be administered an individual intelligence or achievement test by

_____, a graduate student in the School of Education at The

University of Texas at Tyler. I understand the purpose of this evaluation is instructional

in nature and is being conducted only as a part of course requirements, that the results

will be kept confidential, and that the results will not be used for placement or

decision-making purposes. I further understand that because the graduate student

involved is just learning to administer such tests, the results may not be reliable or

valid; therefore, it would be inappropriate to have the results discussed with me. I

understand that I may contact the instructor of the course, Dr. Tammy Stephens at 703-

303-0682 should I have any questions or concerns.

Signature of Participant: _____

Date: _____

Telephone
Number:_____

Date of Birth:_____

Signature of Graduate Student Conducting Assessment: _____

Date: _____

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

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 evaluations.

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.

EDUCATIONAL DIAGNOSTICIAN SPECIALIST STANDARDS
Adopted July 2020

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and their families.