TENTATIVE—SUBJECT TO CHANGES
The University Of Texas at Tyler
School of Education
EDSP 5365
Developmental Testing
University of Texas at Tyler –College of Education

Course: EDSP 5365
Semester and Year: Spring 2020
Time: Online
Location: Online

Instructor Information:
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It is my desire that each of you profits from this course. Please contact me via e-mail or meet with me during office hours if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

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:
Examines approaches to assessing the academic readiness and aptitude of preschool and elementary school aged children in terms of developmental level and intellectual functioning. Special emphasis will be given to supervised practice in the administration, scoring, and interpretation of results from the most frequently used assessment instruments designated by federal and Texas Education Agency guidelines. Prerequisite: Experience with or course work in standardized testing.

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 Special Education Diagnostician Specialist Standards.

Objectives/Learning Outcomes	Standards: SBEC *CEC*
Students will acquire knowledge of the following in order to properly engage in formal evaluations utilizing the *KABC-II and ABAS 3:*	
a. Guidelines for establishing a proper testing environment	Domain 1—Standard V *ED2K1*
b. Administration and scoring of the designated instruments	Domain II—Standard VI *ED4S4*
c. Interpretation of test results	Domain II—Standard VI Domain II—Standard IV Domain III—Standard X *ACC4S4* *ED4S6*
d. Cognitive Processes Measured on the KABC-II	Domain II—Standard VI Domain IV—Standard I *ED1K4* *ED3S1* *ED4K8*
e. Legal and ethical considerations in assessment	Domain III—Standard X Domain IV—Standards I, II *ACC1K5* *ACC5K2* *ED5K3* *ACC5S1* *ACC5S3*
f. Diagnosing learning competencies and deficiencies	Domain I—Standard V Domain III—Standard X *ACC4K1* *ACC4K3*
g. Writing comprehensive assessment reports based on test results	Domain II—Standard VI *ED4S6* *ED5S5* *ACC4S4*
h. Identifying the strengths and limitations of assessment instruments	Domain II—Standard VI *ED4K6* *ED4K4*
i. Making evidence-based recommendations appropriate for learners based on assessment results	Domain II—Standard IV Domain II—Standard VI Domain III—Standard X *ED4S8* *ACC3S3*

Students will demonstrate understanding of the following cognitive theories:
 	
    a. Luria Neuropsychological Theory
    b. PASS Theory
    c. Information Processing Theory
	Domain IV—Standards I, II
	ED1K4
	ED3S1

Students will acquire skills including the role of ethics in the assessment process in the diagnoses of learning disabilities, mental retardation, non-categorical early childhood, dyslexia, and attention deficit/hyperactivity disorder.	Domain I—Standard--V Domain II—Standard—VI *ACC4K1* *ED5K3* *ED2K1* *ED5S1*

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.

Tier 1 Assignments:
KABC II #1-3 Administrations	25%
KABC II #4 Administration (Benchmark Assessment)	30%
Interpretive Report	30%
ABAS 3 Administration	10%

Tier 2 Assignments: 5%
Zoom Conferences, RTGM, Test Narrative, Hypothesis Statement, Quizzes, Reflections of Learning, and any other assignments.

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

It is my policy not to round grades at the end of the semester. The percentage you earn will be the letter grade that is recorded. For example, a percentage of 89.5 will be recorded as a B.

Keep track of your scores for the course through Canvas's Student Tools folder.

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.

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.

<mark>*Last Day to Withdraw from class: March 30, 2020*</mark>

Description of Course Assignments, Evaluation, and Grading:

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

2. **RTGM:** RTGM are held via Zoom. During these meetings, you and your group members (I will organize groups) will set up zoom conference times to discuss specified topics **(40 points).**

3. **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, lectures, assignments/activities, etc. (10 points each)**

4. **Intelligence Testing Narrative:** KABC II #1 must be accompanied with a narrative documenting the individual assessment session. *A template for the testing narrative will be reviewed in class and is expected to be used for each test administration* **(10 points)**

5. **Hypothesis Statement:** You will write a hypothesis statement in conjunction with KABC II #3 Test Administration. The hypothesis statement is in essence an activity that is designed to simulate a referral to special education. During this module, you will be expected to conduct classroom observations, interview parents, teachers, and the student, gather cumulative records on the child, etc. **(25 points).**

6. **Interpretive Report:** You are required to write a full individual interpretive report based on the child you assessed for KABC II #3. As part of this assignment, you are required to conduct in-depth interviews with the parent/guardian and school personnel to collect the necessary information for the report. The report must include interpretation of testing data including qualitative notes, classroom observations, interview information, eligibility determinations, and evidence-based recommendations **(100 points)**

7. **Self-Evaluation:** You will complete a self-evaluation of test administration #4. The critique must include a reflection of your strengths and weaknesses of test administration and future goals for improving your test administration **(25 points)**

8. **KABC II #1 Test Administration:** You will administer the KABC II to a specified client. KABC II #1 consists of the following:
    c. KABC II (Video Recorded) **70 points**
    d. Test Narrative **10 points**
    e. 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)

9. **KABC II #2 Test Administration:** You will administer the KABC II to a specified client. KABC II #2 consists of the following:
    c. KABC II (Video Recorded) **70 points**
    d. Must be administered to an elementary student (Seven years of age or older and in first through fifth/sixth grade).

10. **KABC II #3 Test Administration:** You will administer the KABC II to a specified client. KABC II #3 consists of the following:
    c. Hypothesis Statement **25 points**
    d. KABC II (Video Recorded) **70 points**
    e. ABAS 3 (Video Recorded) **51 points**
    f. Interpretive Report **100 points**
    g. 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)

11. **KABC II #4 Test Administration (Final):** You will administer the KABC II to a specified client. KABC II #4 consists of the following:
    c. KABC II (Video Recording -- uploaded to Edthena). **Even though you will be evaluated according to the video administration rubric, you are still required to score and submit KABC #4 protocol and scoring analysis pages. Failure to submit scored protocol and analysis pages will result in a score of zero on the Video Administration Rubric **278 points.**
    d. Video Self Evaluation -- Narrative **25 points**
    e. Must be administered to an elementary student (Seven years of age or older and in first through fifth/sixth grade).
    f. **KABC II #4 is a benchmark assessment in our program. You must earn a score of 90% on KABC II #4 (Video Administration) 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 KABC II #4 (Video Administration), 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.**

    All video-recordings must be uploaded to Edthena.

Rescore Opportunities

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 video recording of the administration as well as informed consent, scoring rubrics that have been self-evaluated, and testing narratives. *NO protocols will be graded without these items.*

   Items to be Submitted for Each Test Administration

   - 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 Recording of Test Administrations uploaded to Edthena
   - Scoring Rubrics/Video Administration Rubric
   - May also include other assignments as designated on course schedule (test narratives, interpretive reports, etc.)

- **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. 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.

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, films, and group activities.

   Basic testing procedures used in each 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 young children, completing the assessment procedures, interpreting data, and writing individual diagnostic reports for use in instruction.

Required Texts:

Kaufman, A. S. & Kaufman, N. (2005). Essentials of KABC--II Assessment. Hoboken, NJ: John Wiley & Sons. ISBN 0-471-66733-1
http://www.wiley.com/WileyCDA/WileyTitle/productCd-0471667331.html

Mather, N., & Jaffe, L. (2016). *Woodcock-Johnson IV: Reports, recommendations, and strategies*. Hoboken, NJ: John Wiley & Sons
http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118860748.html

In addition to the text, you need to purchase an Edthena license. If you have purchased a yearly license, you do not need to purchase it again. If you do not have a license to Edthena, please purchase one (https://www.edthena.com).

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.

Bibliography:

Etscheidt, S. (2003). *Ascertaining the adequacy, scope, and utility of district evaluations. Exceptional Children, 69*(2), 227-247.

Flanagan, D. P., & Harrison, P. L. (Eds.). (2012) *Contemporary intellectual assessment: Theories, tests, and issues.* (3rd ed.). Guilford Press.

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

Code of Conduct

Please see section 2.098 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct. It is the responsibility of the student to bring to the instructor's attention any question,

misunderstanding or confusions he/she has concerning classroom policy or course requirements BEFORE an adverse effect on student's grade results.

Course Policies:

- **People First Language/Class Etiquette:** Our language is a reflection of 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: 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 or if you reside close to our campus during a face to face office visit.

- **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.

- **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 NO make-up activities or exams 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. However, you may resubmit one KABC test administration (KABC #1 to #3) during the semester according to the stated resubmission guidelines in the course.

- **Turnitin:** All written assignments will be submitted via the Canvas submission link that utilizes Turnitin. Turnitin is a plagiarism detection device. A similarity match of 25% or greater indicates that you engaged in unethical behavior. Any written assignment with a 25% or greater match will receive a grade of zero.

- **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 or school or your kitchen table 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. Please make sure that you have access to a web-cam. We want to see your bright smiling face. ☺
c. Make plans to sign in early and have your technology working before the start of the meeting.
d. 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.
e. 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 5365. 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 5365 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 5365. 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.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities

- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of

Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

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.

CEC ADVANCED SPECIAL EDUCATION DIAGNOSTICIAN SPECIALIST STANDARDS

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special educators **promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs**. They **advocate for educational policy based on solid evidence-based knowledge** to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of the needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development and Organization

Special educators 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. They **help design and deliver, as appropriate to their role, ongoing results oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the **effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. Special educators **continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional learning needs** to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies**. Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention**

strategies, and curricular materials. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

Advanced Standard 4: Individual and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence-based practices in assessment**. Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures** for both **programs and individuals**. With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators 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**. Special educators plan, present, and evaluate **professional development**, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level 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 services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity,

culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.**

Tentative Schedule/Topical Outline

Date	Topic	Reading/Assignment	What's Due
Jan 13 – Jan 19 **Module 1**	Course Orientation Syllabus Overview Overview of the KABC II	Read Chapter 1 – Essentials of KABC II Read Chapter 1 & 2 – KABC II Manual View Overview Video	**KABC II Overview Quiz** **Test Contract**
Jan 20 – Jan 26 **Module 2**	Administration of KABC II Subtests	Read Chapter 2— Essentials of KABC II Read Chapter 3 – KABC II Manual View Admin. Video	**KABC II Admin. Quiz** *Sign up for Zoom #1*
Jan 27 – Feb 2 **Module 3**	Completing The Scoring Profile, Tables, and Process Analysis	Read Chapter 2 Essentials of KABC II Read Chapter 4 – KABC II Manual View Scoring. Video	**KABC II Scoring. Quiz** *Zoom #1 (Common Admin Mistakes)*
Feb 3 – Feb 9 **Module 4**	Field Week	Administer KABC #1 Submit Videos to Edthena	**KABC II #1 Due**
Feb 10 – Feb 16 **Module 5**	Interpretations of KABC II	Read Chapter 3 & 4 Essentials of KABC II Read Chapter 5 – KABC II Manual View Interpretation Video	**KABC II Interp. Quiz** *Sign up for Zoom #2* **RTGM #1**
Feb 17 – Feb 23 **Module 6**	Introduction to Report Writing/Test Narratives	Read Chapter 7 – Essentials of KABC II View Lecture on Writing Reports and Recommendations	**Test Narrative Due** *Zoom #2 (Interpretations/Test Narratives)*
Feb 24 – March 1 **Module 7**	Field Week	Administer KABC #2 Submit Videos to Edthena	**KABC II #2 Due** **Rescore KABC #1 Due**
March 2 – March 8 **Module 8**	Hypothesis Driven Approaches	View Lecture on Hypothesis Driven Approaches Obtain Consent, Collect Background Information, Conduct Observations and Interviews	**KABC #3/ABAS Consent Due** **Hypothesis Statement Due**
March 9 – March 15	**SPRING BREAK**	☺	☺
March 16 – March 22 **Module 9**	Overview of *ABAS 3* and Construct of Intellectual Disabilities/Eligibility	View administration and scoring lectures on ABAS 3 Administer ABAS 3	**ABAS 3 Due** **Rescore KABC #2 Due**
March 23 – March 29 **Module 10**	Field Week	Administer KABC #3 Submit Videos to Edthena	**KABC #3 Due**
March 30 – April 5 **Module 11**	Field Week	Draft of Interpretive Report (Preparation for Writers Workshop)	RTGM #2 Draft of Interpretive Report Due – Group's Discussion Page & Canvas *Sign up for Writers Workshop (Zoom)*
April 6 –April	Field Week	Interpretive Report	*Writers Workshop (Zoom*

12 **Module 12**			*#3)* **I. R. Due**
April 13—April 19 **Module 13**	Field Week	Administer KABC #4 Submit Videos to Edthena	**KABC #4 Due (Benchmark Assessment) Rescore of KABC #3 Due**
April 20 – May 3 **Module 14**	Course Wrap Up		**Self-Reflections of Learning Due Monday April 27 at 11: 59 p.m.**

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 5365.

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:**

    a. **Secondary (**i.e. middle or high school age/grade child and who is 17 years 11 months or younger) – KABC #1.
    b. **Elementary** (Seven years of age or older and in first through fifth/sixth grade) – KABC #2.
    c. **Secondary (**i.e. middle or high school age/grade child and who is 17 years 11 months or younger) – KABC #3.
    d. **Elementary** (Seven years of age or older and in first through fifth/sixth grade) – KABC #4.

3. You may test a child whom you have tested in previous semesters. However, you must write a test narrative that is appropriate for the child based on the current assessment results. Be aware that if there is a high percentage match indicating that you have recycled or have copied a test narrative from a previous semester, you will not receive credit for the test administration.

4. 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.

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

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

7. 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

Permission Form

I give permission for my daughter/son, _____, 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. Jessica A. Rueter at 903-566-7047 should I have

any questions or concerns.

Parent's or Legal Guardian's Signature: _____

Date:

_____

Telephone Number: _____

Child's Date of Birth:

_____

Signature of Graduate Student:

_____

Date: _____