

Section I Context Statement

I. State and Institutional Policies:

The graduate program in special education is a part of the Department of Teaching and Learning at Southeastern Louisiana University. The graduate program in special education provides teachers with an opportunity to acquire add-on Educational Diagnostician certification while working on a master's degree. For add-on Educational Diagnostician certification, the state requires the following: (1) certification in two areas of special education, (2) nine credit hours in reading, (3) a learning theory course, (4) a special education assessment course, (5) a behavior management course, (6) a consulting teacher strategies course, (7) an assessment and diagnostic/prescriptive strategies course, and (8) a supervised internship requiring 100 clock hours of direct contact with students.

The Council for Exceptional Children (CEC) Standards (Field Experiences and Clinical Practice Standards, Assessment System Standards, and Special Education Content Standards) govern this special education graduate program. Additionally, the Louisiana Components of Effective Teaching (LCET), INTASC/NCATE, and the Southeastern Louisiana University Conceptual Framework, The Effective Educator, regulate this program. Louisiana's teaching standards for both new and experienced teachers (LCET) were developed from the professional knowledge base on teaching and "craft knowledge" acquired by experienced educators. The LCET form the criteria used to assess the teaching practices of both new and experienced teachers. The State Board of Elementary and Secondary Education (SBESE) approved the LCET in September 1992. Revisions to LCET are approved by the SBESE as needed. Louisiana mandates that programs meet NCATE Standards

II. Field and Clinical Experiences:

Southeastern Louisiana University special education candidates in the graduate program are required to have diverse field experiences. In the sequence of courses for the Educational Diagnostician graduate degree in special education, candidates are required to complete a minimum of 180 field-based hours. These field hours are found in the following courses/projects:

SPED 608: Evaluation of Individuals with Exceptionalities (20 hrs.)

Candidates submit a final written report about a student that they have assessed over the entire semester using formal and informal assessment tools. This final product is known as the Case Study Project.

SPED 612: Behavioral Assessment and Intervention with Individuals with Exceptionalities (20 hrs.)

Candidates produce a behavior change project with a K-12 student. They identify a target behavior, conduct a functional assessment to determine the function of the target behavior, and use the identified function to create and implement an individualized intervention plan to change the targeted behavior.

SPED 613: Consulting Teacher Strategies (20 hrs.)

Candidates design prereferral interventions and collaborate with classroom teachers in the implementation of these interventions. Candidates also implement academic intervention strategies with individual students and small groups in reading, math, spelling, and written expression. These interventions are geared to the two levels of Response to Intervention.

SPED 614: Assessment and Diagnostic/Prescriptive Strategies of Individuals with Exceptionalities (20 hrs.) Candidates submit two written case study reports demonstrating their knowledge of the assessment process and their ability to use the assessment information obtained to make appropriate educational recommendations.

SPED 616: Supervised Internship in Evaluation of Individuals with Exceptionalities (100 child-contact hours) Candidates administer and score a variety of formal and informal tests. They complete four comprehensive evaluations of children with learning problems. They also consult with classroom teachers and provide support services for students suspected of having exceptionalities.

All field experiences are monitored by fully licensed special education faculty members at Southeastern Louisiana University. The field hours are purposefully selected and sequenced to provide experiences that begin with introductory level requirements and move developmentally to increasingly complex experiences. It should be noted that field experience evaluations for most courses are completed and stored electronically in Pass-Port.

III. Criteria for Admission, Retention, and Exit:

Admission: Admission to the graduate special education program is based on the screening factors described in the following section. First, candidates must apply for admission to Southeastern's Graduate School. Transcripts indicating that a baccalaureate degree was earned in a properly certified area of education must be sent to Records and Registration. In order to be admitted to pursue graduate studies in the Department of Teaching and Learning, Master of Education in Special Education Program, individuals must have at least a 2.5 undergraduate grade point average (GPA). A formula taking the undergraduate GPA x 200 points plus the verbal and the quantitative scores from the Graduate Record Exam (GRE) is incorporated to determine at what level the candidate is accepted in to the program. All candidates must achieve at least a total of 1250 points using the above formula. If the candidate achieves 1250 – 1349 points, they are accepted conditionally. Additionally if candidates maintain a 3.0 average, after the initial 12 hours, their status is changed to regular admission status. Graduate candidates achieving a minimum of 1350 points initially, receive regular admission status. All candidates pursuing graduate studies at Southeastern Louisiana University must maintain a 3.0 GPA in order to remain in good standing.

Retention: Several strategies are employed to support candidates in the graduate special education program at Southeastern. The primary support tool is advising. Individuals admitted into the graduate program in special education meet with a graduate advisor who explains all course requirements as well as the comprehensive exam requirement for successful completion

of the Master's in Special Education, Educational Diagnostician degree. Candidates are encouraged to maintain frequent contact with their advisor by course instructors as well as others in the Department of Teaching and Learning. In addition to advising, candidates meet frequently one-on-one with course instructors to address difficulties in a class as well as in the program. Finally, candidates are provided with professional development opportunities such as the Mock IEP and the Dyslexia Simulation to name just a few.

Exit: In order to successfully exit the graduate program in special education, candidates must complete the comprehensive exam. This exam consists of four questions. All candidates must answer a general special education question and an educational research question. Additionally, candidates select two of three questions from the areas of behavior management, interventions/collaboration, or assessment which are specifically designed for Educational Diagnostician candidates. Finally, in order to achieve certification, candidates must meet the State of Louisiana requirements for Educational Diagnosticians. The master's degree program is aligned with these requirements. In addition to the requirements for the special education program, candidates must meet the following requirements for the graduate school:

- Complete the curricula prescribed for the program area.
- Have filed a completed Admission to Candidacy for the Degree form.
- Have earned a cumulative 3.0 GPA in all graduate work and have earned no more than 6 semester hours of "C" grades in course work that count toward their degree.
- Be recommended for the degree by the faculty committee, department head, and Graduate Dean.
- Be approved for the degree by the Graduate Dean.
- Have settled all University accounts.

IV. Description of Relationship of Program to Unit's Conceptual Framework:

The unit adopted a **revised** Conceptual Framework in 2005. The Conceptual Framework is comprised of four critical components of *The Effective Educator*: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The conceptual framework provides direction for the development of effective professionals in their efforts to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world. **Diversity** is an integral part of each component, and **Technology** is emphasized throughout all programs in the educational unit (diversity) (technology).

The Conceptual Framework provides the foundation for the graduate program in special education. Faculty in the special education program have long believed that the standards set forth by the CEC, research-based strategies and methods, a firm foundation of content knowledge, and an understanding of learners must all be successfully integrated to create effective Educational Diagnosticians.

All courses implemented in the graduate special education program project these core beliefs and values. Interwoven throughout all courses and field experiences are opportunities for candidates to be exposed to, and problem solve in, diverse settings and with diverse populations. With the wide range of diverse experiences students bring to the classroom, our graduate candidates must

be prepared with not only knowledge about cultural and linguistic diversity, but also an array of strategies/methods to meet the unique needs of students with disabilities in their roles as Educational Diagnosticians.

Candidates in the Educational Diagnostician program are provided with numerous opportunities for experiences in diverse settings as they learn about the roles and responsibilities of Educational Diagnosticians. As they administer formal and informal assessments to students, interview teachers and parents, implement observations, participate in School Building Level Committee (SBLC) meetings and staffing meetings, they must have an in depth knowledge of the learner, use appropriate strategies and methods, display in depth knowledge in this area of specialization, and incorporate professional standards as they learn to practice effectively as Educational Diagnosticians.

The table below aligns the CEC Standards, the LCET, and the Conceptual Framework:

CEC Standards	LCET	CF
Standard 1 Foundations	Planning	CK, KL
Standard 2 Development and Characteristics of Learners	Planning, Management, Instruction, School Improvement	CK, KL, D
Standard 3 Individual Learning Differences	Planning, Management, Instruction	CK, KL, D
Standard 4 Instructional Strategies	Planning, Management, Instruction	CK, PS, KL, SM, D, T
Standard 5 Learning Environments and Social Interactions	Planning, Management, Instruction	CK, PS, KL, SM, D, T
Standard 6 Language	Planning, Instruction	CK, PS, KL, SM, D, T
Standard 7 Instructional Planning	Planning, Management, Instruction	CK, PS, KL, SM, D, T
Standard 8 Assessment	Planning, Assessment	CK, PS, KL, D
Standard 9 Professional and Ethical Practice	Professional Development, School Improvement	PS, KL, D
Standard 10 Collaboration	Professional Development	CK, KL, PS, D, T

V. Indication of whether the program has a unique set of program assessments, which are different from those expected for the unit's assessment system, and the relationship of the program's assessments with the unit's assessment system.

This special education graduate program is an advanced program and relies primarily on unique program assessments based on CEC standards and state certification requirements for

Educational Diagnosticians. Candidates are already certified teachers when they enter the program and it is expected that they have previously mastered CEC competencies for entry into the profession.

The special education graduate program uses the following program specific assessments:

- Comprehensive exam
- Graduate Exit Survey
- Structured Interview

To supplement the above assessments, the special education graduate program for educational diagnosticians uses the following course-specific assessments:

SPED 613: One assessment for this course focuses on the candidates' ability to design pre-referral interventions based on student needs identified through assessment. This assessment is described in Section IV.

SPED 614: One assessment for this course focuses on the candidates' ability to assess students, design and implement interventions, and make recommendations. This assessment is described in Section IV.

SPED 616: Candidates complete a variety of assignments for this practicum. One assignment, the Final Case Study, requires candidates to complete four comprehensive evaluations for children with learning problems. For each comprehensive evaluation, the candidate administers a battery of formal and informal tests and writes an integrated report which includes interpretation of performance and instructional recommendations. The Standardized Test Observation rubric (aligned with CEC standards) is used to assess candidates' competency in test administration and scoring.

The assessments listed above closely compliment the unit assessments and reflect standards for Educational Diagnosticians.

Attachment 1.A**SPED Educational Diagnostician Completers
Candidates Enrolled in Program**

Academic Year	# of Candidates Enrolled in the Program
2003 – 2004	0
2004 – 2005	4
2005 – 2006	4

Candidates Completing Comprehensive Exam

Academic Year	Pass/Fail # and %		Concentration Area
	Pass#/Fail #	Pass%/Fail%	
2003 – 2004	-	-	
2004 – 2005	3 0	100% 0%	Educational Diagnostician
2005 – 2006	-	-	
Totals	3 0	100% 0%	

NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirement

ATTACHMENT 1.B**Faculty Information**

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the last 3 years	Teaching or other professional experience in P - 12 schools
Carr, Sonya	B.S. University of Southwestern Louisiana, M.Ed. Boston University, Ph.D., University Of New Orleans	Faculty	Professor	Yes	Three publications in national peer-reviewed journals: <i>Teacher Education and Special Education</i> (2006), <i>Journal for the Liberal Arts & Sciences</i> (2005), <i>Education</i> (2005); W.L. Billups Endowed Professor; Member-at-Large, Executive Board, Southwest Educational Research Association; Reviewer, Classroom Assessment (SIG) proposals for 2007 AERA Annual Meeting, and AACTE 2007 Annual Convention	Certified Mild/Moderate Disabilities (1-12), Severe/Profound Disabilities (1-12), Educational Diagnostician , Reading Specialist; 13 years teaching experience in inner city schools (Detroit, MI; New Orleans, LA)
Ratcliff, Ellen	Ph.D. Louisiana State University M.Ed.	Faculty	Assistant Professor	Yes	Past Treasurer - Louisiana Council for Exceptional	Special Education

	Southeastern Louisiana University B.S. Mississippi State University				Children; Past Financial Chairperson - Louisiana Council for Exceptional Children;	Mild/Moderate Disabilities (1-12), Educational Diagnostician
Siegel, Wendy	Doctorate Special Education and Habilitative Services 1999 University of New Orleans; Master's Special Education and Habilitative Services University of New Orleans; Bachelor of Sciences Corporate Finance University of Alabama in Tuscaloosa	Faculty	Assistant Professor	Yes	Four Publications in International, National, State referred journals: <i>Re-Vision</i> (2004)(Invited), <i>American Association of School Administrators Journal of Scholarship & Practice</i> (in press), <i>Education</i> (2006), <i>Reading Exploration and Discovery (READ)</i> (2005). Invited Keynote Speaker at the 2005 Positive Behavior Support Regional Conference, Cincinnati, OH.	Special Education Mild/Moderate Disabilities (1-12); Curriculum and Instruction (Reading Specialist), middle and high school special education
Van der Jagt, Johan	B.A. Psychology Western Maryland College 1975 M.Ed. Special Education Western Maryland College 1978 Ph.D. Special Education Mild/Mod. LD Southern University- Baton Rouge, LA 1997	Faculty	Assistant Professor	Yes	Publication: van der Jagt, and Madison, M.- Addressing Low Socioeconomic Status Language Factors for Increased Teaching Effectiveness.- <i>The International Journal of Learning</i> . Member of: Council for Exceptional Children; Mid-South Educational Research	17 and ½ years of teaching in resource and inclusive classrooms.

					Association (MSERA); Council for Learning Disabilities; Council for Rural Special Education; Tangipahoa Dyslexia Association; Program Reviewer for MSERA (3+ years); Student Council For Exceptional Children Co-Advisor (3 years).	
Rheams, Theresa	B.A. Elementary Education M.Ed. Special Education Ph.D. Special Education	Faculty	Assistant Professor	Yes	Presented at DEC and NAEYC numerous times; Member of CEC, DEC, NAEYC; Past-President of Louisiana DEC	2 years teaching Kindergarten, 2 years First Grade, 4 years teaching Early Childhood Special Education, 2 years teaching Kindergarten

Attachment 1C. List of Required Courses

**Master of Education
Graduate Degree Plan
*Concentration: Special Education, Educational Diagnostician***

Undergraduate deficiencies to be removed:	Graduate Curriculum
Courses to be transferred:	<p>Courses</p> <p>SPED 581 The Exceptional Family</p> <p>SPED 602 Seminar in Special Education</p> <p>SPED 612 Behavioral Assessment and Intervention with Individuals with Exceptionalities</p> <p>SPED 608 Evaluation of Individuals with Exceptionalities</p> <p>SPED 613 Consulting Teacher Strategies</p> <p>SPED 614 Assessment and Diagnostic/Prescriptive Strategies of Individuals with Exceptionalities</p> <p>SPED 616 Supervised Internship in Evaluation of Individuals with Exceptionalities</p> <p>SPED 616 Repeated for a total of 6 hrs.</p> <p>EDF 600 Educational Research</p> <p>EDF 607 or 615 Philosophy of Education or History of Education</p> <p>EPSY 605 The Psychological Foundations of Human Learning</p> <p>EDUC 661 Diagnostic and Prescriptive Reading</p>

General Notes:	Other Degree Requirements:
-----------------------	-----------------------------------



SECTION II— LIST OF ASSESSMENTS Educational Diagnostician

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.

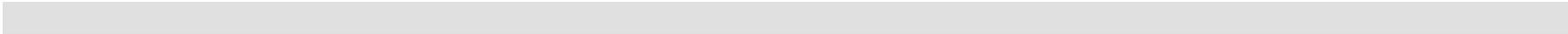
	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
1	[Licensure assessment, or other content-based assessment] Standardized Test Observation for Final Case Study	Performance-based Assessment Rubric	SPED 616, Supervised Internship in Evaluation of Individuals with Exceptionalities
2	[Assessment of content knowledge in special education] Content Assessment: Comprehensive Examination	Performance-based Rubric	At the end of the program
3	[Assessment of candidate ability to plan instruction] Assessment of Candidate Ability to Design and Plan Interventions: Assessment for Intervention Case Study	Performance-based Rubric	SPED 614
4	[Assessment of student teaching] Clinical Practice Assessment: SPED 616, Supervised Internship in Evaluation of Individuals with Exceptionalities	Performance-based Rubric	SPED 616: Supervised Internship in Evaluation of Individuals with Exceptionalities
5	[Assessment of candidate effect on student learning] Candidate Impact on Student Learning through Interventions	Performance-based Rubric	SPED 613
6	Additional assessment that addresses CEC standards (required)]	Performance-based Rubric	SPED 616: Supervised Internship in Evaluation of Individuals with Exceptionalities

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³
School Building Level Committee (SBLC) Meeting Report Summary		
7 Additional assessment that addresses CEC standards (<i>optional</i>)]		
8 Additional assessment that addresses CEC standards (<i>optional</i>)]		



SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD	
<p>Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.</p>	<p>Information should be provided in Section I (Context) to address this standard.</p>
CONTENT STANDARDS	
<p>1. Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	<p>X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2. Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)^{1/}. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can <i>impact</i> families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the</p>	<p>X#1 X#2 X#3 X#4 X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>community.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	
<p>3. Individual Learning Differences. Special educators understand the effects that an exceptional condition^{2/} can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4</p> <p><input checked="" type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>4. Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula^{3/} and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p> <p>Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4</p> <p><input checked="" type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4</p> <p><input checked="" type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	
<p>6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input checked="" type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input checked="" type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	
<p>8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p>x#1 x#2 x#3 x#4 x#5 x#6 □#7 □#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 x#3 x#4 x#5 x#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 x#3 x#4 X#5 x#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

Section IV: Evidence of Meeting Standards

Content Knowledge Assessments

Assessment #1: Standardized Test Observation for Final Case Study

Description of the Assessment and Use in the Program:

Louisiana does not currently require licensure tests or professional examinations for Educational Diagnosticians to become certified. At Southeastern, candidates must complete a series of courses culminating in SPED 616, Supervised Internship in Evaluation of Individuals with Exceptionalities. This fifteen-week experience provides the candidate with opportunities to demonstrate proficiency in the CEC Educational Diagnostician Standards and competencies and meet program as well as State Department of Education requirements. Candidates are considered successful if they receive a grade of “A” or “B” for this six-hour internship. The Final Case Study assignment was selected for Assessment 1 because candidates must demonstrate competency in test administration and scoring.

Description of How the Assessment Specifically Aligns with CEC Standards

Each candidate must complete four comprehensive evaluations for children with learning problems in SPED 616 (CEC Standards 1, 2, 3, 8, 9, 10). For each comprehensive evaluation, the candidate administers a battery of formal and informal tests and writes an integrated report which includes interpretation of performance and instructional recommendations. For the Final Case Study assignment, competency in test administration and scoring is demonstrated through the Standardized Test Observation rubric which is aligned with CEC standards. The instructor uses this rubric to observe candidates administer standardized tests and to review test protocols. The candidate must satisfy this requirement in order to receive a passing grade in SPED 616.

Brief Analysis of Data Findings

All Educational Diagnostician candidates “Met Expectations” for the proper selection, administration and modification, and scoring of standardized tests. This analysis is based on the average of four standardized test observations of each candidate. Data summarizing the four required standardized test observations are presented in Assessment 1C.

Interpretation of How Data Provide Evidence for Meeting CEC Standards

The assessment rubric is designed to assess the candidate’s ability to select, and administer standardized assessment tools in an appropriate manner. Candidates must use their knowledge of the technical quality of tests to select appropriate materials (ED8S1) and use a variety of test procedures appropriately (CC:3,S4). This includes strategies for establishing rapport with the examinee, observation and recording keeping, seating arrangement and pacing based on the needs of the examinee. During the assessment, the candidate must score the responses according to the test examiner’s manual (ED8S3) finding basal and ceiling scores as well as recording

appropriate observation notes (ED8S3) and making modifications as needed (ED8S4). Prior to and throughout the process, the candidate must determine appropriate assessments (academic, language, adaptive, and/or perceptual) (ED8S10) based on past interviews and background information since one test is administered during each observation.

Assessment #1 A: Assessment Tool or Description of Assessment

Standardized Test Observation for Final Case Study

Objective:

The purpose of this assignment is to provide the Educational Diagnostician candidate with an opportunity to demonstrate mastery of standardized test administration and scoring procedures. Appropriate tests must be selected and test administration must be consistent with test guidelines and the needs of the student.

Instructions given for completing assignment:

Having reviewed the proper procedures to select and administer the standardized assessment tool, the educational diagnostician candidate is given instructions to determine the needs of the student through interviews and collected data, and select the proper assessment tool to determine the strengths and support needs of the student. It is emphasized that the test guidelines must be followed exactly as stated in the manual. Both cognitive and test behavior responses must be noted either on the protocol or on a separately prepared chart or paper. The course instructor will observe and take notes of the complete administration and may ask anything about the technical quality of the test as well. Although it is not part of the actual observation, the intern is required to calculate the final test scores as soon as possible subsequent to the test administration with a report written as needed in collaboration with their mentor educational diagnostician.

Assessment 1 B: Scoring Guide for the Assessment

Component	CEC Standard	Exceeds Expectations	Meets Expectations	Approaches Expectations	Unsatisfactory
Test Instrument Selection	Select and utilize assessment materials based on technical quality (ED8S1)	Selects correct test instrument based on a thorough understanding of test sections; technical aspects (e.g., reliability, validity definitions and coefficients, age/ grade equivalents, norm group, means and standard deviations), and needs of student	Selects and administers correct test instrument based on a substantial understanding of the test sections and technical aspects (e.g., reliability and validity definitions and coefficients, age/ grade equivalents, norm group, means and standard deviations), and needs of student.	Selects and administers correct test instrument with only a partial or incomplete understanding of its technical aspects (e.g., reliability and validity definitions and coefficients, age/ grade equivalents, norm group, means and standard deviations), and needs of student.	Selects incorrect test instrument due to a lack of understanding of technical aspects. (e.g., reliability and validity definitions and coefficients, age/ grade equivalents, norm group, means and standard deviations), and needs of student
Test Administration Modifications (if applicable)	Selects or modifies appropriate assessment procedures and instruments to ensure nonbiased results. (ED8S4)	Selects or modifies assessment procedures and instruments to ensure nonbiased results with complete accuracy.	Selects or modifies assessment procedures and instruments to ensure nonbiased results with general accuracy.	Selects or modifies appropriate assessment procures and instruments to ensure nonbiased results with inaccuracies with numerous errors.	Selects or modifies appropriate assessment procedures and instruments to ensure nonbiased results with major inaccuracies and significant errors throughout.
Test Administration	Uses various		The seating arrangement is	The seating arrangement	The seating arrangement is

(Seating arrangement)	types of assessment procedures appropriately (CC:3,S4)		accurate based on standardized testing guidelines.	is generally accurate based on standardized testing guidelines but could have an impact on administration results.	inaccurate based on standardized testing guidelines and affects test administration and results.
Test administration (Rapport)	Uses various types of assessment procedures appropriately (CC:3,S4)	Is highly effective in establishing rapport with the examinee.	Is effective in establishing rapport with the examinee.	Is moderately effective in establishing rapport with the examinee.	Is ineffective in establishing rapport with the examinee.
Test Administration (Pacing)	Uses various types of assessment procedures appropriately (CC:3,S4)	Has highly effective pacing during test administration to maintain examinee's attention	Effectively paces the test administration to maintain examinee's attention	Has moderately effective pacing during test administration, loses the examinee's attention at times	Has ineffective pacing during test administration and fails to maintain examinee's attention numerous times
Test behavior observation and recording	Uses various types of assessment procedures appropriately (CC:3,S4)	Observes and records detailed information about the examinee's testing behaviors with complete accurateness	Observes and records detailed information about the examinee's testing behaviors with some minor inaccuracies not affecting the overall result/report	Observes and records examinee's testing behaviors with inaccuracies that could affect the overall result and final report	Observes and records examinee's testing behaviors with major inaccuracies that affect the overall result and final report
Required assessments	Assesses basic academic skills (if appropriate)	-----	Assesses academic skills with complete accurateness	Assesses academic skills with minor accuracies	Assesses basic academic skills with inaccuracies affecting

	(ED8S6)			not affecting results	results.
Required assessments	Assesses adaptive skills (if appropriate) (ED8S8)	-----	Assesses language skills with complete accurateness	Assesses language skills with minor accuracies not affecting results	Assesses language skills with inaccuracies affecting results.
Required assessments	Assesses adaptive skills (if appropriate) (ED8S8)	-----	Assesses adaptive skills with complete accurateness	Assesses adaptive skills with minor accuracies not affecting results	Assesses adaptive skills with inaccuracies affecting results.
Required assessments	Assesses perceptual skills (if appropriate) (ED8S10)	-----	Assesses perceptual skills with complete accurateness	Assesses perceptual skills with minor accuracies not affecting results	Assesses perceptual skills with inaccuracies affecting results.
Test instrument scoring of responses	Scores assessment instruments accurately (ED8S3)	Is highly effective and accurate in scoring the test instrument as noted in the examiner's manual.	Is effective and accurate in scoring the test instrument as noted in the examiner's manual	Is moderately effective and generally accurate in scoring the test instrument as noted in the examiner's manual.	Is ineffective and inaccurate with significant errors in scoring the test instrument as noted in the examiner's manual.

Assessment 1 C: Candidate Data Derived from the Assessment

Critical Aspect of the Standard	What do the Candidate do to demonstrate?	What do we do to Evaluate it?	Results				Mean Score (n=3)
Select and utilize assessment materials based on technical quality (Materials) (ED8S1)	Selects appropriate assessments	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Selects or modifies appropriate assessment procedures and instruments to ensure nonbiased results. (ED8S4)	Selects or modifies assessment procedures and instruments to ensure according to the neutrality e.g., non instruction.	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Uses various types of assessment procedures appropriately (Seating Arrangement) (CC:3,S4)	Candidates place chairs appropriately for testing according to standardized testing guidelines.	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Uses various types of assessment procedures appropriately (Rapport) (CC:3,S4)	Used proper introductions, states reasons for testing, and conveys pleasant attitude.	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Uses various types of assessment procedures appropriately (Pacing) (CC:3,S4)	Candidate paces the test administration according to the pace of the student responses and/or test time requirements	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Uses various types of assessment procedures appropriately	Observes and records with proper detail examinee's testing	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0

(Observation and recording) (CC:3,S4)	behaviors with complete accurateness						
Score assessment instruments accurately (ED8S3)	Candidate scores instrument as the required e.g., using proper basal and ceilings, marking during the test.	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Assesses basic academic skills (if appropriate) (ED8S6)	Candidate selects an academic test as appropriate	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Assesses language skills (if appropriate) (ED8S7)	Candidate selects a language test as appropriate	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Assesses adaptive skills (if appropriate) (ED8S8)	Candidate selects an adaptive test as appropriate	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Assesses perceptual skills (if appropriate) (ED8S10)	Candidate selects an academic test as appropriate	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0

Assessment #2: Content Assessment: Comprehensive Examination

Description of the Assessment and Use in the Program:

Southeastern Louisiana University has chosen to require Educational Diagnostician candidates to demonstrate their content knowledge through a Comprehensive Examination. In order to graduate with a master's degree, candidates in the program must pass this examination. Candidates take the exam either after they have completed all coursework or during the semester in which they are taking the final courses. On the day of comprehensive exams, candidates are required to answer four of five questions. They select two of three questions designed specifically for Educational Diagnostician candidates. These questions are based on courses completed by candidates in their program. The first question focuses on behavior management (SPED 612), the second question focuses on interventions and collaboration (SPED 613 and 614), and the third question focuses on the content knowledge of assessment (SPED 608, 614, 616). Questions are designed to allow candidates to integrate knowledge and skills developed during graduate courses and field experiences and to demonstrate the understanding gained through this process. Candidates are also required to answer the remaining two questions: a general question on best practices and current issues in the field of special education and a research question.

Comprehensive exams are evaluated by faculty members who have expertise in the question areas. Questions are assessed using a scoring guide designed to address content knowledge, depth and complexity of thought, and writing. Assessors provide qualitative feedback as well as assign a pass/fail grade. Candidates must pass all four questions to successfully complete comprehensive exams. If they pass three questions, they are given an oral examination. During this exam, they are expected to successfully answer the question failed previously and may also be asked additional questions. If a candidate fails 2 of the 4 questions, the candidate fails comprehensive exams and a remediation plan is developed collaboratively. Candidates may only attempt comprehensive exams twice.

Description of How the Assessment Specifically Aligns with CEC Standards

Courses in this Educational Diagnostician program sequence are designed to address the CEC Knowledge and Skill Base for Educational Diagnosticians as well as graduate program expectations and state certification requirements. The comprehensive exam is used to assess the candidate's knowledge and skills across the ten CEC standards. Candidates must draw from all content standards as they reflect on their coursework and synthesize their new knowledge to answer the questions presented in the comprehensive exams. Note: Because all candidates are already certified in special education, they are expected to have previously mastered the CEC Common Core. Therefore, this advanced program focused on the Educational Diagnostician standards and competencies in the following areas:

Question 1: Behavior management (Standards 2, 3)

Question 2: Interventions/Collaboration (Standards 2, 3, 8, 9, 10)

Question 3: Assessment (Standards 2, 3, 8, 9, 10)

Question 4: General: Best Practices and Current Issues (Standards 1-10)

Question 5: Research (Standard 9)

Brief Analysis of Data Findings

Only three candidates have completed the program since Fall, 2004. The three candidates were successful on their first attempt at comprehensive exams. Additionally, we can report that the three candidates who completed SPED 616 in the Spring of 2005 have received State of Louisiana Educational Diagnostician certification.

Interpretation of How Data Provide Evidence for Meeting CEC Standards

Data from the last three years indicated that the candidate pass rate for the comprehensive examination was 100%. The data provide evidence that candidates understand course content and are able to integrate this knowledge successfully to pass comprehensive exams. The General question provides an opportunity for candidates to demonstrate their knowledge of foundational issues (Standard 1) as well as other CEC standards. The Intervention/Collaboration question requires candidates to reflect on their knowledge of learner characteristics and development (Standard 2), individual learning differences (Standard 3), intervention design (Standard 8), professional and ethical practices (Standard 9), and collaboration (Standard 10). The Assessment question requires candidates to demonstrate knowledge and skills in the area of formal and informal assessment within the context of the roles and responsibilities of Educational Diagnosticians (Standard 8). The behavior management question requires candidates to consider the range of individual abilities and various factors related to diversity influencing student behavior in the classroom in the design of a behavior management plan. Finally, for the research question candidates are presented with a potential problem and required to develop a research plan, also describing possible outcomes and implications. As noted, because candidates must be certified in special education before enrolling in these courses, it is assumed that candidates have developed mastery of CEC common core and general curriculum standards and competencies. Thus, courses in this advanced program are designed to build on the basic knowledge and skills reflected in the common core.

Assessment #2 A: Assessment Tool or Description of Assessment

Candidates are required to pass a Comprehensive Examination if they are to be successful and graduate with a Master's degree in Special Education with an Educational Diagnostician

concentration. The exam is administered either after candidates have completed all course requirements or during their last semester of coursework. For candidates seeking Educational Diagnostician certification, the exam consists of four broad, application-oriented questions requiring synthesis of knowledge and skills acquired during the program. One question focuses on behavior management, one focuses on the ability to design and implement academic and behavioral interventions, and one focuses on assessment knowledge for Educational Diagnosticians. (2 of 3). Candidates must also successfully respond to a general question and a research question.

Assessment #2 B: Scoring Guide for the Assessment

One comprehensive examination question and scoring guide from the Spring 2005 semester is presented as an example. The question is aligned with CEC Standards 1, 2, 3, 8, 9, 10).

Question:

In your role as an Educational Diagnostician you will be involved in making important educational decisions (both **legal and instructional**) for students with possible school problems. With this in mind, describe the major steps in the special education assessment process (at least 4 steps). **For each step, fully describe** the following:

- the purpose or primary question to be answered,
- at least 2 techniques, strategies, or procedures that might be used (include steps to implement),
- potential outcome(s) of the step, and
- your role/involvement as an Educational Diagnostician.

**Scoring Guide for SPED 614
Educational Diagnostician Question
Spring, 2005**

	Exemplary	Satisfactory	Unsatisfactory
<u>Step 1:</u>			
Purpose/primary question			
Technique #1 <ul style="list-style-type: none"> • description • steps to implement 			
Technique #2 <ul style="list-style-type: none"> • description • steps to implement 			
Potential outcome(s)			
Role of Educational Diagnostician			
<u>Step 2:</u>			
Purpose/primary question			
Technique #1 <ul style="list-style-type: none"> • description • steps to implement 			
Technique #2 <ul style="list-style-type: none"> • description • steps to implement 			
Potential outcome(s)			
Role of ED			
<u>Step 3:</u>			
Purpose/primary question			
Technique #1 <ul style="list-style-type: none"> • description 			

<ul style="list-style-type: none"> • steps to implement 			
Technique #2 <ul style="list-style-type: none"> • description • steps to implement 			
Potential outcome(s)			
Role of Educational Diagnostician			
Step 4:			
Purpose/primary question			
Technique #1 <ul style="list-style-type: none"> • description • steps to implement 			
Technique #2 <ul style="list-style-type: none"> • description • steps to implement 			
Potential outcome(s)			
Role of Educational Diagnostician			
Written Communication			
References			

_____ **Pass** _____ **Fail**

Provide justification for score below Satisfactory:

Assessment #2 C: Candidate Data Derived from the Assessment

The following chart indicates the number of candidates who took the comprehensive examination during the last three academic years **in the area of Master of Special Education, Educational Diagnostician**, the number candidates who passed the comprehensive exams, and the breakout by question on how candidates scored. The data represent connections to Standards 1, 2, 3, 6, 8, 9, 10.

Semester	# who took COMPS	# who passed COMPS	% pass rate COMPS
Fall 2004	0	0	
Spring 2005	3	3	100
Summer 2005	0	0	
Fall 2005	0	0	
Spring 2006	0	0	
Summer 2006	0	0	
Fall 2006	0	0	
Totals	3	3	100

Semester	# attempted / passed Behavior Q	# attempted / passed Intervention/ Collaboration Q	# attempted / passed Assessment Q	# attempted / passed General Q	# attempted / passed Research Q
Fall 2004					
Spring 2005	1/1	3/3	2/2	3/3	3/3
Summer 2005					
Fall 2005					
Spring 2006					
Summer 2006					
Fall 2006					
Totals	1	3	2	3	3

Assessment #3: Assessment of Candidate Ability to Design and Plan Interventions: Assessment for Intervention Case Study

Description of the Assessment and Use in the Program:

The Assessment for Intervention Case Study is used in the Educational Diagnostician Program to demonstrate the candidate's ability to conduct an extensive assessment of a PreK-12 student who is experiencing academic difficulties and recommend evidence-based strategies which address those difficulties. The case study assignment requires that candidates administer a standardized achievement test, an appropriate diagnostic test and curriculum-based measures. The candidate observes a student in the classroom and conducts interviews with the student, the student's parent or guardian and one or more of the student's teachers. Based on information gathered through testing, observation and interview, individualized evidence-based strategies are suggested. At the culmination of the assessment the teacher candidate reflects on the assessment process.

Description of How the Assessment Specifically Aligns with CEC Standards

In SPED 614, candidates complete a case study with a report (Standard 2, 3, and 8). The chart below shows how this assessment is aligned with the CEC Standards.

Case Study Requirement	CEC Standard
Background information	8
Achievement and Diagnostic Tests	8
Curriculum-Based Measure	8
Interviews	10
Evidence-based interventions	4 and 8
Reflection	9

Brief Analysis of Data Findings

In the Fall of 2006, seven candidates were enrolled in SPED 614 and all seven successfully completed the required case study. Candidates showed strength in their ability to administer, accurately score, and report information gathered from formal and informal assessments. For each assessment instrument, the majority of the candidates in the class met expectations. As a group, their weakest area appeared to be their ability to recommend evidenced-based strategies and interventions for the case study students. On this portion of the assessment, four of the seven students scored "Approaching Expectations", two scored "Meets Expectations" and only one scored "Exceeds Expectation".

Interpretation of How Data Provide Evidence for Meeting CEC Standards

The data show that the majority of the candidates are successfully developing competencies based on the CEC standards. The majority of the candidates are able to correctly administer formal and informal assessment instruments, interview students, family members and teachers, and use this information to recommend evidence-based strategies which directly address a

student's academic difficulties. The data, however, also show that candidates need additional training on choosing evidence-based interventions. Based on this data, changes will be made to the course activities to provide improved instruction and practice in making appropriate recommendations for evidence-based interventions.

Assessment #3 A: Assessment Tool or Description of Assessment**SPED 614: Assessment for Intervention Case Study Directions**

- **Background Information.** Provide background information on the child you will be assessing. Include the child's name, age, grade, school and information pertaining to the his/her past and present academic difficulties and any other pertinent information that may affect the child's school performance.
- **Achievement Test.** You will administer the *Woodcock Johnson Test of Achievement*, the *Kaufman Test of Educational Achievement II* or the *Wechsler Individualized Achievement Test II*. Score the instrument and report the results in a narrative format. The test protocol must be included and, if available, any computer-generated information on test results
- **Diagnostic Test.** Administer a diagnostic test appropriate to the child's academic difficulty. Score the instrument and report the results in a narrative format. The test protocol must be included and, if available, any computer-generated information on test results.
- **Curriculum-Based Measures.** Administer curriculum-based measures appropriate to the child's academic difficulty. Report the results in a narrative format. The test probe results must be included
- **Informal Interviews.** Interviews must be conducted with the child, a member of the child's family, and one or more of the child's teachers. The purpose of each interview is to obtain information about the child's school performance.
 - **Child.** Find out how the child feels about the school, the teacher(s), help at home, and why he/she thinks that there is a problem. Ask the child what has worked in the past and what would help make this problem better.
 - **Family Member.** Learn about this child's academic, physical, social-emotional history from the family's point of view. Is there anything happening at home that may affect the child's school performance? Is there a family history of learning difficulties? How does the family feel about the school and the child's teacher(s), Is the child experiencing homework difficulties? Are there any medications that the child is taking? If so, what are the side effects of the medication?
 - **Teacher(s).** Learn about this child's academic, physical, social-emotional history and present school performance from the teacher's perspective. Is there anything happening at school that may affect the child's school performance? Find out what methods/strategies have been used to remediate the problem, what has worked and not worked in the past.
- **Research-Based Intervention.** Based on information you obtained in the assessment process, provide a minimum of three evidence-based interventions that you recommend for addressing the child's academic and/or behavior problems. A description of the intervention must be given along with a reference citing the source of the research-based intervention.
- **Signed Consent Form.** The parent or guardians signed consent form must be included.
- **Reflection on Assessment Process.** Reflect on the experience. Say what went right and what you would have done differently, if you had it to do over again.

Assessment #3B: Scoring Guide for the Assessment

SPED 614: ASSESSMENT FOR INTERVENTION CASE STUDY

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unacceptable
Background Information (ED:8 S2, S12)	All background information provided & thorough report on past & present difficulties	All required background information is provided.	Most of required background information provided	No background information
Achievement Test Results: WJ III, WIAT II, KTEAII (ED:8 S1, S2, S3, S6 S12)	Achievement test report was well organized, provided in-depth detail about subtest scores, strengths and weaknesses, and provided recommendations for further assessment.	Achievement test report was well organized and provided all required information about the case study student. Details about subtest scores and skill strengths and weaknesses were provided but not as in-depth. Provided general recommendations for further assessment.	Parts of the achievement test report were limited or missing. Subtest scores were provided, but there was little detail about student strengths and weaknesses. A few recommendations for future assessment were given.	Several parts of the achievement test report were missing. Test scores were provided but there were no details concerning subtest strengths and weaknesses. No recommendations were provided for future assessment.
Diagnostic Test(s) Results (ED: 8 S1, S2, S3, S7, S8, S9, S10, S12)	The correct diagnostic test was selected and matched the purposes of assessing the case study student. The diagnostic test report was well organized, provided in-depth detail about subtest scores, strengths and weaknesses, and provided recommendations for instructional interventions.	The correct diagnostic test was selected for and matched the purposes of assessing the case study student. The diagnostic test report was well organized and provided all required information about the case study student. Details about subtest scores and skill strengths and weaknesses were provided but not as in-depth. Provided general recommendations for instructional interventions.	The correct diagnostic test was selected but a rationale about how the test matched the purposes of assessing the case study student was not provided. The diagnostic test report was not well organized and did not provide all required information about the case study student. Only scores were provided in the report. Only one recommendation was given for instructional interventions.	An incorrect diagnostic test was selected. No rationale about how the test matched the purposes of assessing the case study student was provided. The report was not organized and provided little required information about the case study student. A few scores were provided in the report. No recommendations were given for instructional interventions.

<p>Curriculum Based Measures (CBM) (ED: 8 S2, S3, S6, S12)</p>	<p>Appropriate CBM test selected and a detailed rationale provided for how the test matches the purposes of assessment for the case study student. The CBM report was well organized and provided thorough details about scores. Several specific recommendations about implementing instructional interventions were supplied.</p>	<p>The correct CBM test was selected and a general rationale about how the test matched the purposes of assessing the case study student was given. The CBM report was well organized and provided all required information about the case study student. Scores were provided but few details were given. General recommendations about implementing instructional interventions were supplied.</p>	<p>The correct CBM test was selected but a rationale about how the test matched the purposes of assessing the case study student was not provided. The CBM report was not well organized and did not provide all required information about the case study student. Some scores were provided in the report. Only one recommendation was given about implementing instructional interventions</p>	<p>An incorrect CBM test was selected. No rationale about how the test matched the purposes of assessing the case study student was provided. The report was not organized and provided little required information about the case study student. Few or no scores were provided in the report. No recommendations were given about implementing instructional interventions.</p>
<p>Interview with family member (ED8S2, S12)</p>	<p>A thorough interview with a family member is provided and a complete description about the family's: history of learning problems, perceptions of the child's difficulties, perspectives about events that may impact the child's performance, and beliefs about homework and school are obtained. Information about the medication and possible side effects are presented in detail.</p>	<p>An interview with a family member is provided and a general description about the family's: history of learning problems, perceptions of the child's difficulties, perspectives about events that may impact the child's performance, and beliefs about homework and school are obtained. Information about medication the child takes and possible side effects are explained, but not in detail.</p>	<p>An interview with a family member is provided but the description about the family's: history of learning problems, perceptions of the child's difficulties, perspectives about events that may impact the child's performance, and beliefs about homework and school are sketchy and/or some of the description is missing. Information about medication the child takes and possible side effects are noted but not explained.</p>	<p>The interview with a family member is very limited. All or part of the descriptions about the family's: history of learning problems, perceptions of the child's difficulties, perspectives about events that may impact the child's performance, and beliefs about homework and school are missing. Information about medication the child takes and possible side effects are not present.</p>

Interview with student (ED:8 S2, S12)	<p>A complete interview with the student is provided. Detailed questions and answers with the student are given, and in depth information relating to the student's feelings about school, the teacher, help at home, and their academic problems are described in detail. An in depth narrative about the child's perspectives on his/her learning is provided.</p>	<p>An interview summary with the student is provided. Questions and answers with the student are given, and information relating to the student's feelings about school, the teacher, help at home, and their academic problems are described, but not thoroughly. A narrative about the child's perspectives on his/her learning is provided, but details are missing.</p>	<p>An interview summary with the student is provided, but questions and answers are very sketchy. Several details are missing. Information relating to the student's feelings about school, the teacher, help at home, and their academic problems are mentioned, but not described. A limited narrative about the child's perspectives on his/her learning is provided, but few details are given.</p>	<p>An interview summary with the student is provided, but there are very few questions and answers. Several details are missing or nonexistent. Information relating to the student's feelings about school, the teacher, help at home, and their academic problems are not mentioned, or described. A narrative about the child's perspectives on his/her learning is nonexistent.</p>
Interview with teacher(s) (ED: 8 S2, S12)	<p>A comprehensive interview with teacher(s) is provided. Questions and answers with the teacher are in detail, and in depth information relating to the teacher's perspectives about the child's academic, physical, social-emotional history and present school performance are provided. Questions and responses about instructional methods/strategies to remediate the student's problems are described thoroughly. A history about methods/strategies implemented in the past and their success/failure is explained in detail.</p>	<p>The interview with teacher(s) is provided. Questions and answers with the teacher are in provided but not in detail. Information relating to the teacher's perspectives about the child's academic, physical, social-emotional history and present school performance are supplied, but no details are given. Questions and responses about instructional methods/strategies to remediate the student's problems are described, but not in detail. A history about methods/strategies implemented in the past and their success/failure is explained, but specifics are missing.</p>	<p>The interview with teacher(s) is provided, but several questions and answers with the teacher are sketchy. Not enough information is given. Some, not all information relating to the teacher's perspectives about the child's academic, physical, social-emotional history and present school performance are supplied. There are few questions and responses about instructional methods/strategies to remediate the student's problems, and the description lacks any detail. A history about methods/strategies implemented in the past and their success/failure is only mentioned.</p>	<p>An interview with teacher(s) is provided, but there are only a few questions and answers that provide little or no information that relates to the child. There is little or no information relating to the teacher's perspectives about the child's academic, physical, social-emotional history and present school performance. There are little or no questions and responses about instructional methods/strategies to remediate the student's problems. A history about methods/strategies implemented in the past and their success/failure is not present.</p>

<p>Research-based intervention Recommendations (ED8S11, S12)</p>	<p>Intervention recommendations are based on empirical research, and address assessment results. The recommendations and how to implement the interventions are described in detail. They reflect knowledge gained from all assessment measures including interviews. References for each intervention are supplied.</p>	<p>Intervention recommendations are based on empirical research, and address assessment results. The recommendations and how to implement the interventions are described, but not in detail. They reflect knowledge gained from most of the assessment measures. References for each intervention are supplied.</p>	<p>Some intervention recommendations are based on empirical research. Some, not all, recommendations address assessment results. A description of the recommendations and how to implement the interventions is sketchy. There is little reflection about knowledge gained from all of the assessment measures. Some references are supplied.</p>	<p>None of the intervention recommendations are based on empirical research. None of the recommendations address assessment results. There is no description of the recommendations and how to implement the interventions. There is no reflection about knowledge gained from all of the assessment measures. There are no references.</p>
<p>Spelling, punctuation, grammar</p>	<p>No spelling, punctuation and grammar errors are present.</p>	<p>One or two spelling, punctuation and grammar errors are present.</p>	<p>Three or four spelling, punctuation and grammar errors are present.</p>	<p>Five or more spelling, punctuation and grammar errors are present.</p>
<p>Reflection on assessment experience (ED9K1)</p>	<p>There was thoughtful reflection on what was learned during the assessment experience. The reflection included a thorough description of how the assessment process could be improved in the future.</p>	<p>There was thoughtful reflection on what was learned during the assessment experience. The reflection included a general description of how the assessment process could be improved in the future.</p>	<p>There was some reflection on what was learned during the assessment experience. However little details were given. The reflection included a sentence or two about how the assessment process could be improved in the future.</p>	<p>The reflection was not thoughtful nor did it provide any mention of what was learned during the assessment experience. There was no mention about how the assessment process could be improved in the future.</p>
<p>Signed Parent/Guardian consent form</p>		<p>The parental consent form was signed and attached to the report</p>		<p>The parental consent form was not signed or attached to the report</p>

Assessment #3C: Candidate Data Derived from the Assessment

Case Study SPED 614	Exceeds Expectations (E)	Meets Expectations (M)	Approaching Expectations (A)	Unacceptable (U)	Mean Score (n = 7)
Background Information (ED:8 S2, S12)	2	3	2	0	3
Achievement test results: WJ III, WIAT II, KTEAII (ED:8 S1, S2, S3, S6 S12)	1	4	2	0	2.85
Diagnostic Test(s) (ED: 8 S1, S2, S3, S7, S8, S9, S10, S12)	2	4	1	0	3.14
Curriculum Based Measures (CBM) (ED: 8 S2, S3, S6, S12)	1	4	2	0	2.85
Interview with family member (ED8S2, S12)	2	3	2	0	3
Interview with student (ED:8 S2, S12)	2	3	2	0	3
Interview with teacher(s) (ED: 8 S2, S12)	2	3	2	0	3
Research-based intervention Recommendations (ED8S11, S12)	1	2	4	0	2.57
Spelling, punctuation, grammar	2	4	1	0	3.14
Reflection on assessment experience (ED9K1)	2	3	1	1	2.86
Signed Parent/Guardian consent form		7			3

Assessment #4: Clinical Practice Assessment: SPED 616, Supervised Internship in Evaluation of Individuals with Exceptionalities

Description of the Assessment and Use in the Program:

Louisiana does not currently require licensure tests or professional examinations for Educational Diagnosticians to become certified. At Southeastern, candidates must complete a series of courses culminating in SPED 616, Supervised Internship in Evaluation of Individuals with Exceptionalities. This fifteen-week experience provides the candidate with opportunities to demonstrate proficiency in the CEC Educational Diagnostician Standards and competencies and meet program as well as State Department of Education requirements. Candidates are considered successful if they receive a grade of “A” or “B” for this six-hour internship. The Final Case Study assignment was selected for Assessment 1 because candidates must demonstrate competency in test administration and scoring.

Description of How the Assessment Specifically Aligns with CEC Standards

Each candidate must complete four comprehensive evaluations for children with learning problems in SPED 616 (CEC Standards 1, 2, 3, 8, 9, 10). For each comprehensive evaluation, the candidate administers a battery of formal and informal tests and writes an integrated report which includes interpretation of performance and instructional recommendations. For the Final Case Study assignment, competency in test administration and scoring is demonstrated through the Standardized Test Observation rubric which is aligned with CEC standards. The instructor uses this rubric to observe candidates administer standardized tests and to review test protocols. The candidate must satisfy this requirement in order to receive a passing grade in SPED 616.

Brief Analysis of Data Findings

All Educational Diagnostician candidates “Met Expectations” for the proper selection, administration and modification, and scoring of standardized tests. This analysis is based on the average of four standardized test observations of each candidate. Data summarizing the four required standardized test observations are presented in Assessment 1C.

Interpretation of How Data Provide Evidence for Meeting CEC Standards

The assessment rubric is designed to assess the candidate’s ability to select, and administer standardized assessment tools in an appropriate manner. Candidates must use their knowledge of the technical quality of tests to select appropriate materials (ED8S1) and use a variety of test procedures appropriately (CC:3,S4). This includes strategies for establishing rapport with the examinee, observation and recording keeping, seating arrangement and pacing based on the needs of the examinee. During the assessment, the candidate must score the responses according to the test examiner’s manual (ED8S3) finding basal and ceiling scores as well as recording appropriate observation notes (ED8S3) and making modifications as needed (ED8S4). Prior to and throughout the process, the candidate must determine appropriate assessments (academic,

language, adaptive, and/or perceptual) (ED8S10) based on past interviews and background information since one test is administered during each observation.

Standardized Test Observation for Final Case Study

Objective:

The purpose of this assignment is to provide the Educational Diagnostician candidate with an opportunity to demonstrate mastery of standardized test administration and scoring procedures. Appropriate tests must be selected and test administration must be consistent with test guidelines and the needs of the student.

Instructions given for completing assignment:

Having reviewed the proper procedures to select and administer the standardized assessment tool, the educational diagnostician candidate is given instructions to determine the needs of the student through interviews and collected data, and select the proper assessment tool to determine the strengths and support needs of the student. It is emphasized that the test guidelines must be followed exactly as stated in the manual. Both cognitive and test behavior responses must be noted either on the protocol or on a separately prepared chart or paper. The course instructor will observe and take notes of the complete administration and may ask anything about the technical quality of the test as well. Although it is not part of the actual observation, the intern is required to calculate the final test scores as soon as possible subsequent to the test administration with a report written as needed in collaboration with their mentor educational diagnostician.

Assessment 4 B: Scoring Guide for the Assessment

Component	CEC Standard	Exceeds Expectations	Meets Expectations	Approaches Expectations	Unsatisfactory
Test Instrument Selection	Select and utilize assessment materials based on technical quality (ED8S1)	Selects correct test instrument based on a thorough understanding of test sections; technical aspects (e.g., reliability, validity definitions and coefficients, age/ grade equivalents, norm group, means and standard deviations), and needs of student	Selects and administers correct test instrument based on a substantial understanding of the test sections and technical aspects (e.g., reliability and validity definitions and coefficients, age/ grade equivalents, norm group, means and standard deviations), and needs of student.	Selects and administers correct test instrument with only a partial or incomplete understanding of its technical aspects (e.g., reliability and validity definitions and coefficients, age/ grade equivalents, norm group, means and standard deviations), and needs of student.	Selects incorrect test instrument due to a lack of understanding of technical aspects. (e.g., reliability and validity definitions and coefficients, age/ grade equivalents, norm group, means and standard deviations), and needs of student
Test Administration Modifications (if applicable)	Selects or modifies appropriate assessment procedures and instruments to ensure nonbiased results. (ED8S4)	Selects or modifies assessment procedures and instruments to ensure nonbiased results with complete accuracy.	Selects or modifies assessment procedures and instruments to ensure nonbiased results with general accuracy.	Selects or modifies appropriate assessment procures and instruments to ensure nonbiased results with inaccuracies with numerous errors.	Selects or modifies appropriate assessment procedures and instruments to ensure nonbiased results with major inaccuracies and significant errors throughout.
Test Administration	Uses various		The seating arrangement is	The seating arrangement	The seating arrangement is

(Seating arrangement)	types of assessment procedures appropriately (CC:3,S4)		accurate based on standardized testing guidelines.	is generally accurate based on standardized testing guidelines but could have an impact on administration results.	inaccurate based on standardized testing guidelines and affects test administration and results.
Test administration (Rapport)	Uses various types of assessment procedures appropriately (CC:3,S4)	Is highly effective in establishing rapport with the examinee.	Is effective in establishing rapport with the examinee.	Is moderately effective in establishing rapport with the examinee.	Is ineffective in establishing rapport with the examinee.
Test Administration (Pacing)	Uses various types of assessment procedures appropriately (CC:3,S4)	Has highly effective pacing during test administration to maintain examinee's attention	Effectively paces the test administration to maintain examinee's attention	Has moderately effective pacing during test administration, loses the examinee's attention at times	Has ineffective pacing during test administration and fails to maintain examinee's attention numerous times
Test behavior observation and recording	Uses various types of assessment procedures appropriately (CC:3,S4)	Observes and records detailed information about the examinee's testing behaviors with complete accurateness	Observes and records detailed information about the examinee's testing behaviors with some minor inaccuracies not affecting the overall result/report	Observes and records examinee's testing behaviors with inaccuracies that could affect the overall result and final report	Observes and records examinee's testing behaviors with major inaccuracies that affect the overall result and final report
Required assessments	Assesses basic academic skills (if appropriate)	-----	Assesses academic skills with complete accurateness	Assesses academic skills with minor accuracies	Assesses basic academic skills with inaccuracies affecting

	(ED8S6)			not affecting results	results.
Required assessments	Assesses adaptive skills (if appropriate) (ED8S8)	-----	Assesses language skills with complete accurateness	Assesses language skills with minor accuracies not affecting results	Assesses language skills with inaccuracies affecting results.
Required assessments	Assesses adaptive skills (if appropriate) (ED8S8)	-----	Assesses adaptive skills with complete accurateness	Assesses adaptive skills with minor accuracies not affecting results	Assesses adaptive skills with inaccuracies affecting results.
Required assessments	Assesses perceptual skills (if appropriate) (ED8S10)	-----	Assesses perceptual skills with complete accurateness	Assesses perceptual skills with minor accuracies not affecting results	Assesses perceptual skills with inaccuracies affecting results.
Test instrument scoring of responses	Scores assessment instruments accurately (ED8S3)	Is highly effective and accurate in scoring the test instrument as noted in the examiner's manual.	Is effective and accurate in scoring the test instrument as noted in the examiner's manual	Is moderately effective and generally accurate in scoring the test instrument as noted in the examiner's manual.	Is ineffective and inaccurate with significant errors in scoring the test instrument as noted in the examiner's manual.

Assessment 4 C: Candidate Data Derived from the Assessment

Critical Aspect of the Standard	What do the Candidate do to demonstrate?	What do we do to Evaluate it?	Results	Mean Score (n=3)										
Select and utilize assessment materials based on technical quality (Materials) (ED8S1)	Selects appropriate assessments	Use Observation Rubric	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>0</td> <td>3</td> <td>0</td> <td>0</td> </tr> </table>	EE	ME	AE	U	0	3	0	0	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.0</td> </tr> </table>	Mean	3.0
EE	ME	AE	U											
0	3	0	0											
Mean														
3.0														
Selects or modifies appropriate assessment procedures and instruments to ensure nonbiased results. (ED8S4)	Selects or modifies assessment procedures and instruments to ensure according to the neutrality e.g., non instruction.	Use Observation Rubric	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>0</td> <td>3</td> <td>0</td> <td>0</td> </tr> </table>	EE	ME	AE	U	0	3	0	0	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.0</td> </tr> </table>	Mean	3.0
EE	ME	AE	U											
0	3	0	0											
Mean														
3.0														
Uses various types of assessment procedures appropriately (Seating Arrangement) (CC:3,S4)	Candidates place chairs appropriately for testing according to standardized testing guidelines.	Use Observation Rubric	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>0</td> <td>3</td> <td>0</td> <td>0</td> </tr> </table>	EE	ME	AE	U	0	3	0	0	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.0</td> </tr> </table>	Mean	3.0
EE	ME	AE	U											
0	3	0	0											
Mean														
3.0														
Uses various types of assessment procedures appropriately (Rapport) (CC:3,S4)	Used proper introductions, states reasons for testing, and conveys pleasant attitude.	Use Observation Rubric	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>0</td> <td>3</td> <td>0</td> <td>0</td> </tr> </table>	EE	ME	AE	U	0	3	0	0	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.0</td> </tr> </table>	Mean	3.0
EE	ME	AE	U											
0	3	0	0											
Mean														
3.0														
Uses various types of assessment procedures appropriately (Pacing) (CC:3,S4)	Candidate paces the test administration according to the pace of the student responses and/or test time requirements	Use Observation Rubric	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>0</td> <td>3</td> <td>0</td> <td>0</td> </tr> </table>	EE	ME	AE	U	0	3	0	0	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.0</td> </tr> </table>	Mean	3.0
EE	ME	AE	U											
0	3	0	0											
Mean														
3.0														
Uses various types of assessment procedures appropriately	Observes and records with proper detail examinee's testing	Use Observation Rubric	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>0</td> <td>3</td> <td>0</td> <td>0</td> </tr> </table>	EE	ME	AE	U	0	3	0	0	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.0</td> </tr> </table>	Mean	3.0
EE	ME	AE	U											
0	3	0	0											
Mean														
3.0														

(Observation and recording) (CC:3,S4)	behaviors with complete accurateness						
Score assessment instruments accurately (ED8S3)	Candidate scores instrument as the required e.g., using proper basal and ceilings, marking during the test.	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Assesses basic academic skills (if appropriate) (ED8S6)	Candidate selects an academic test as appropriate	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Assesses language skills (if appropriate) (ED8S7)	Candidate selects a language test as appropriate	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Assesses adaptive skills (if appropriate) (ED8S8)	Candidate selects an adaptive test as appropriate	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0
Assesses perceptual skills (if appropriate) (ED8S10)	Candidate selects an academic test as appropriate	Use Observation Rubric	EE 0	ME 3	AE 0	U 0	Mean 3.0

Assessment #5: Candidate Impact on Student Learning through Interventions

Description of the Assessment and Use in the Program:

SPED 613, Consulting Teacher Strategies, is one of the required courses for educational diagnostician certification. During this fifteen-week course, candidates are required to design and implement three pre-referral interventions for students who may be experiencing difficulty in the general education classroom. Candidates must satisfy two requirements of this activity. First, they must keep a log of the consulting and collaborating experiences with general education personnel. In the log, they must provide a description of the academic or behavioral problem and a description of how they collaborated or consulted with the general education teacher(s). The second requirement of this activity is that candidates must write a report describing the pre-referral interventions that they designed and provide a quantitative and qualitative description of the intervention results.

Description of How the Assessment Specifically Aligns with CEC Standards

This assignment specifically prepares educational diagnostician candidates with the skills they need to be effective collaborators with school personnel and families of students with exceptional learning needs and successful assessment team interventionists. This experience requires candidates to **collect and score assessment data (ED 8), select or modify appropriate assessment procedures and instruments to ensure nonbiased results (ED8), communicate assessment purposes, methods, results and implications (ED10), and select, adapt, and use instructional strategies and materials according to characteristics of the individuals with exceptional learning needs (CC4)**. Candidates must also show that they can **use performance data and information from all stakeholders to design interventions or make accommodations or modifications to the student's learning environment(CC5)**. Selected strategies used in the interventions must be from **multiple theoretical approaches for individuals with exceptional learning needs (GC 4)**. Additionally, candidates must be able to **use group problem solving skills to develop, implement, and evaluate collaborative activities (CC 10)**. Finally, candidates must be able to **make responsive adjustments to instruction based on continual observations (CC 7) and provide implications based on intervention results, for future student learning (CC7, S13)**.

Brief Analysis of Data Findings:

The fall 2006 semester was the first time that the Assessment 5 rubric was used to measure candidate efficacy because SPED 613, Consulting Teacher Strategies, was last offered two years ago in the fall 2004. It was anticipated that candidates would perform at the Exceeds Expectations or Meets Expectation level. This was the candidates' first experience in designing, implementing, and evaluating interventions. Results indicate that all educational diagnostician candidates scored in the target range except in the area of "Implications." Only one candidate was "Approaching Expectations." The majority (98%) of candidates achieved criteria for all eight sections. These data suggest that the educational diagnostician candidates demonstrate considerable competence in their ability to collaborate with general educators and design, implement and evaluate pre-referral interventions.

Interpretation of How Data Provides Evidence for Meeting CEC Standards:

Given that all educational diagnostician candidates performed at the Exceeds or Meets Expectation level, clearly Southeastern Louisiana University educational diagnostician candidates have a clear understanding of CEC standards and specifically, education diagnostician standards. Candidate were able to successfully **communicate assessment purposes, methods, results and implications (ED10)**, and **use performance data to make or suggest modifications or accommodations to the student's learning environment (CC 4)**. Candidates also successfully demonstrated that they could strategies from **multiple theoretical approaches for individuals with exceptional learning needs (GC 4)**. Educational diagnostician candidates also demonstrated that they could **use group problem solving skills to develop, implement, and evaluate collaborative activities (CC 10)**. A note relative weakness was candidates' ability to **make implications for future student learning (CC 7)**. This demonstration of strong knowledge suggests that Southeastern Louisiana University educational diagnostician candidates are well prepared. The components of this assessment are clearly aligned with CEC Standards Four and Ten and Educational Diagnostician Standards Eight and Ten.

Assessment #5A: Assessment Tool or Description of Assessment

Candidate Impact on Student Learning through Interventions

Objective:

The purpose of this assignment is for the educational diagnostician candidate to develop proficiency in skills needed to consult with general and special education teachers and design pre-referral interventions. In SPED 613, Consulting Teacher Strategies, candidates are required to consult with classroom teachers, assess students, and develop pre-referral interventions designed to impact student learning and/or behavior. While the candidate may not actually implement the interventions in their role as educational diagnostician, they design the interventions, monitor student progress, and use assessments to document student learning. Successful completion of the assignment requires effective collaboration and design of pre-referral interventions and demonstrates proficiency in CEC standards of educational diagnosticians.

Instructions for Completing the Assignment:

Candidates are to **participate** in the design of three prereferral interventions. The purpose of your participation is to consult and collaborate with general education teachers and design, implement and evaluate an intervention. A descriptive log should be kept that includes the following: (a) dates and times that you consulted with the general education teacher(s), (b) a description of the student's academic/behavioral problem, and (c) a description of the collaboration/consultation completed with the general education teacher.

A three page (typed, double spaced) report shall be written about the intervention and include the following information: (a) name of student (use a fictitious name), (b) demographic information (i.e., school, age, gender, & grade), (c) a description of the pre-referral intervention, and (d) a description of the progress and results of the intervention. Quantitative and qualitative results are to be reported.

*****NOTE: Names of children who are discussed during the meetings and the prereferral process are confidential. Therefore the SLU student is to use fictitious names when writing descriptions for this course assignments.*****

Assessment #5B: Scoring Guide for the Assessment**Rubric for Conducting Interventions**

Component	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory
States the Purpose of the Intervention Meeting with the general education teacher(s) (ED 10, S1)	Provides a detailed description of the purpose of the intervention meetings including the dates, times, number of meetings held, and events that occurred during each meeting with the general education teacher(s).	Provides a general summary of the purpose of the intervention meetings. The description includes dates, times, and number of meetings held, and events that occurred during each meeting with the general education teacher(s).	Provides a general summary of the purpose of the intervention meetings, but has some information missing from the description (i.e., dates, times, number of meetings, and/or description of events that occurred during each meeting with the general education teacher(s).	States the dates, times, number of meetings and provides a sentence or two about the purpose.
States the Teacher's Concerns (CC10, S7)	Provides a complete description of the general education teacher's account of the problem demonstrated by the student.	Provides a general description of the general education teacher's account of the problem demonstrated by the student.	The description of the general education teacher's account of the problem demonstrated by the student is limited and lacks several details.	Does not provide a description of the general education teacher's account of the problem demonstrated by the student.
Possible Intervention Solutions Generated (CC4, S3; CC5, S6, S7, S10, S13, S15; CC7, S1, S2, S6, S8; CC10, S7, S8, S9; GC4, S1; GC5, S5; GC7, S1, S2, S3, S4, S6)	Offers a comprehensive description of possible interventions generated by the general education teacher and interventionist.	Offers a general description of possible interventions generated by the general education teacher and interventionist.	Offers a description of possible interventions generated by the general education teacher and interventionist, but several details are missing or not fully described.	Does not offer a description of possible interventions generated by the general education teacher and interventionist.

Description of How Collaborative Assistance is Provided (GC4, S2, S4, S5, S7, S9, S11, S12)	An in-depth description of the collaborative process and the interventionist's role in the process is provided.	A general description of the collaborative process and the interventionist's role in the process is given.	The description of the collaborative process is vague and the interventionist's role is limited.	Does not provide a description of the collaborative process, and the role of the interventionist is not given.
Intervention Data Collection (CC8, S1, S4; ED8, S2, S3, S4, S5, S6, S9)	Gives a thorough description of how data were collected including the method(s) used, intervention length, and who implemented the intervention(s).	Gives a broad description of how data were collected including the method(s) used, intervention length, and who implemented the intervention(s).	The description of how data were collected including the method(s) used, intervention length, and who implemented the intervention(s) is vague and limited.	No description about how data were collected is provided.
Intervention Results (CC8, S7, S8; GC8, S1; ED8, S14)	A thorough account of intervention results is provided and includes quantitative data described in a narrative and reported in table format. A narrative description about qualitative data results is described in detail.	Provides an account of intervention results and includes quantitative data reported in table format. However the results are not fully described in a narrative. A description of qualitative data results is given in a narrative, but some details are not present.	Provides a vague account of intervention results. Reports quantitative data using a table format only. Does not include a quantitative or qualitative narrative of data results.	Does not provide a description of intervention results in table format, and no narrative of quantitative or qualitative results is provided.
Implications (CC7, S13)	Explains in detail how intervention results will be used for future student learning and includes possible future assessment steps.	Provides a general explanation of how intervention results will be used for future student learning and includes at least one future	Explanation of how intervention results will be used for future student learning is limited to a few sentences. There are no future assessment steps.	No explanation of how intervention results will be used for student learning is provided.

		assessment step.		
Written Communication (CC9, S1; CC10, S1)	The intervention description is well developed and adheres to all conventions of writing. There are no errors in grammar, punctuation, and spelling.	The intervention description is well developed with a general adherence to conventions of writing. There are no more than two errors in grammar, punctuation, and spelling.	The intervention description is adequately structured. There are no more than five errors in grammar, punctuation, and spelling.	The intervention description is poorly structured, and there are more than five errors in grammar, punctuation, and spelling.

Assessment #5C: Candidate Data Derived from the Assessment

Components	Results				Mean Score														
States the Purpose of the Intervention Meeting with the general education teacher(s) (ED 10, S1)	<table border="1"> <tr><td>EE</td></tr> <tr><td>5</td></tr> </table>	EE	5	<table border="1"> <tr><td>M E</td></tr> <tr><td>3</td></tr> </table>	M E	3	<table border="1"> <tr><td>AE</td></tr> <tr><td></td></tr> </table>	AE		<table border="1"> <tr><td>U</td></tr> <tr><td></td></tr> </table>	U		<table border="1"> <tr><td>Mean</td></tr> <tr><td>3.6</td></tr> </table>	Mean	3.6				
EE																			
5																			
M E																			
3																			
AE																			
U																			
Mean																			
3.6																			
States the Teacher’s Concerns (CC10, S7)	<table border="1"> <tr><td>EE</td></tr> <tr><td>5</td></tr> </table>	EE	5	<table border="1"> <tr><td>M E</td></tr> <tr><td>3</td></tr> </table>	M E	3	<table border="1"> <tr><td>AE</td></tr> <tr><td></td></tr> </table>	AE		<table border="1"> <tr><td>U</td></tr> <tr><td></td></tr> </table>	U		<table border="1"> <tr><td>Mean</td></tr> <tr><td>3.63</td></tr> </table>	Mean	3.63				
EE																			
5																			
M E																			
3																			
AE																			
U																			
Mean																			
3.63																			
Possible Intervention Solutions Generated (CC4, S3; CC5, S6, S7, S10, S13, S15; CC7, S1, S2, S6, S8; CC10, S7, S8, S9; GC4, S1;GC5, S5; GC7, S1,S2, S3, S4, S6)	<table border="1"> <tr><td>EE</td></tr> <tr><td>4</td></tr> </table>	EE	4	<table border="1"> <tr><td>M E</td></tr> <tr><td>4</td></tr> </table>	M E	4	<table border="1"> <tr><td>AE</td></tr> <tr><td></td></tr> </table>	AE		<table border="1"> <tr><td>U</td></tr> <tr><td></td></tr> </table>	U		<table border="1"> <tr><td>Mean</td></tr> <tr><td>3.50</td></tr> </table>	Mean	3.50				
EE																			
4																			
M E																			
4																			
AE																			
U																			
Mean																			
3.50																			
Description of How Collaborative Assistance is Provided (GC4, S2, S4, S5, S7, S9, S11, S12)	<table border="1"> <tr><td>EE</td></tr> <tr><td>6</td></tr> </table>	EE	6	<table border="1"> <tr><td>M E</td></tr> <tr><td>2</td></tr> </table>	M E	2	<table border="1"> <tr><td>AE</td></tr> <tr><td></td></tr> </table>	AE		<table border="1"> <tr><td>U</td></tr> <tr><td></td></tr> </table>	U		<table border="1"> <tr><td>Mean</td></tr> <tr><td>3.75</td></tr> </table>	Mean	3.75				
EE																			
6																			
M E																			
2																			
AE																			
U																			
Mean																			
3.75																			
Intervention Data Collection (CC8, S1, S4; ED8, S2, S3, S4, S5, S6, S9)	<table border="1"> <tr><td>EE</td></tr> <tr><td>5</td></tr> </table>	EE	5	<table border="1"> <tr><td>M E</td></tr> <tr><td>3</td></tr> </table>	M E	3	<table border="1"> <tr><td>AE</td></tr> <tr><td></td></tr> </table>	AE		<table border="1"> <tr><td>U</td></tr> <tr><td></td></tr> </table>	U		<table border="1"> <tr><td>Mean</td></tr> <tr><td>3.63</td></tr> </table>	Mean	3.63				
EE																			
5																			
M E																			
3																			
AE																			
U																			
Mean																			
3.63																			
Intervention Results (CC8, S7, S8; GC8, S1; ED8, S14)	<table border="1"> <tr><td>EE</td></tr> <tr><td>3</td></tr> <tr><td></td></tr> </table>	EE	3		<table border="1"> <tr><td>M E</td></tr> <tr><td>6</td></tr> <tr><td></td></tr> </table>	M E	6		<table border="1"> <tr><td>AE</td></tr> <tr><td></td></tr> <tr><td></td></tr> </table>	AE			<table border="1"> <tr><td>U</td></tr> <tr><td></td></tr> <tr><td></td></tr> </table>	U			<table border="1"> <tr><td>Mean</td></tr> <tr><td>3.75</td></tr> </table>	Mean	3.75
EE																			
3																			
M E																			
6																			
AE																			
U																			
Mean																			
3.75																			
Implications (CC7, S13)	<table border="1"> <tr><td>E E</td></tr> <tr><td>3</td></tr> <tr><td></td></tr> </table>	E E	3		<table border="1"> <tr><td>M E</td></tr> <tr><td>4</td></tr> <tr><td></td></tr> </table>	M E	4		<table border="1"> <tr><td>A E</td></tr> <tr><td>1</td></tr> <tr><td></td></tr> </table>	A E	1		<table border="1"> <tr><td>U</td></tr> <tr><td></td></tr> <tr><td></td></tr> </table>	U			<table border="1"> <tr><td>Mean</td></tr> <tr><td>3.25</td></tr> </table>	Mean	3.25
E E																			
3																			
M E																			
4																			
A E																			
1																			
U																			
Mean																			
3.25																			
Written Communication (CC9, S1; CC10, S1)	<table border="1"> <tr><td>E E</td></tr> <tr><td>6</td></tr> </table>	E E	6	<table border="1"> <tr><td>M E</td></tr> <tr><td>2</td></tr> </table>	M E	2	<table border="1"> <tr><td>A E</td></tr> <tr><td></td></tr> </table>	A E		<table border="1"> <tr><td>U</td></tr> <tr><td></td></tr> </table>	U		<table border="1"> <tr><td>Mean</td></tr> <tr><td>3.75</td></tr> </table>	Mean	3.75				
E E																			
6																			
M E																			
2																			
A E																			
U																			
Mean																			
3.75																			

Additional Assessments

Assessment 6: School Building Level Committee (SBLC) Meeting Report Summary

Description of the Assessment and Use in the Program:

The purpose of this assignment is to demonstrate mastery of communication and collaboration skills necessary to communicate assessment purposes, methods, results, and implications to team members (ED10S1). SPED 616, Supervised Internship in Evaluation of Individuals with Exceptionalities, is a capstone course for future educational diagnosticians. Successful participation in SBLC meetings with various stakeholders means that educational diagnostician candidates are well prepared. Additionally, it means that CEC Standard 10 is addressed. Candidates enrolled are required to spend 20 hours participating in School Building Level Committee (SBLC) meetings. Logs provide the dates and times as well as a description of how candidates participate in a problem-solving environment.

Description of How the Assessment Specifically Aligns with CEC Standards

Attending SBLC meetings provides candidates with opportunities to observe the scope, roles, and responsibilities of Educational Diagnosticians in an authentic setting (ED 9: K1). Additionally, candidates experience opportunities to communicate assessment purposes, methods, results, and implications to team members (ED10:S1) and keep accurate and detailed records of assessment and related proceedings (ED8:S14).

Brief Analysis of Data Findings

Results from the SBLC rubric indicate that all candidates exceeded expectations. This suggests that candidates are able to orally communicate their thoughts and recommendations to the School Building Level Committee participants.

Interpretation of How Data Provide Evidence for Meeting CEC Standards

The data suggest that this is an area of strength within the program and needs to be continued in a similar manner. This aspect of the program should continue in order to have Educational Diagnostician graduates improve in the skills necessary to communicate assessment purposes, methods, results, and implications to team members, thus benefiting students with exceptionalities within the PK-12 school system.

Assessment #6A: Assessment Tool or Description of Assessment

Objective:

The purpose of this assignment is to provide candidates with opportunities to observe and participate in School Building Level Committee (SBLC) meetings in order to increase understanding of collaboration and the role of the educational diagnostician within the collaborative process. This also assists in the development of decision-making skills needed for eligibility, referral and placement purposes and helps the candidate become more sensitive to cultural factors that need to be considered. Observations are documented and signatures of verification are required. Reflective thinking, as to information learned, the various roles of the participants and the decisions made, is a required component of the SBLC Meeting Report Summary submitted by candidates.

Instructions for completing assignment:

Candidates should attend SBLC meetings and take accurate notes, especially as to what each SBLC participant contributes within their role and function. Candidates are to contribute as well as they can **within their skill and knowledge level (CC:9,S7)**. If the educational diagnostician candidate has been assisting in the particular assessment of a K-12 student presented at an SBLC meeting, the candidate should participate as a more active member in that meeting.

Assessment #6B: Scoring Guide for the Assessment**School Building Level Committee Meeting Rubric**

Component	4 Exceeds Expectations	3 Meets Expectations	2 Approaches Expectations	1 Unsatisfactory
Communication Communicate assessment purposes, methods, results, and implications to team members (ED10S1)	Exceptionally clear in communicating the reason for attending the meeting, assessment purposes, results and implications to team members so that it is easy to follow.	Generally clear in communicating the reason for attending the meeting, assessment purposes, results and implications to team members so that they are able to follow its intent.	Lacks clarity in communicating the reason for attending the meeting, assessment purposes, results and implications to team members so that the intent is difficult to follow.	Unclear in communicating the reason for attending the meeting, assessment purposes, results and implications to team members so that its intent is impossible to follow.
Record Keeping Keep accurate and detailed records of assessment and related proceedings (ED8S14)	Keeps completely accurate and detailed records of assessment and related proceedings	Keeps generally accurate but detailed records of assessment and related proceedings. The overall results are not compromised.	Creates generally inaccurate records of assessment and related proceedings that affect the overall results.	Has major inaccuracies in the records of assessment and related proceedings with significant errors throughout the documentation.
Scope and Role of Educational Diagnostician Scope and Role of the Educational Diagnostician (ED9K1)	Thorough understanding of the scope and role of the educational diagnostician is demonstrated through a reflective summary.	Substantial understanding of the scope and role of the educational diagnostician demonstrated through a reflective summary.	Incomplete understanding of the scope and role of the educational diagnostician demonstrated through a reflective summary.	Inadequate understanding of the scope and role of the educational as demonstrated through a reflective summary.

EE-Exceeds Expectations = 4; ME-Meets Expectations = 3

AE-Approaches Expectations = 2

U-Unsatisfactory/Unacceptable = 1

Assessment #6C: Candidate Data Derived from the Assessment

Critical Aspect of the Standard	Results	Mean Score (n=5)										
<p>Communication Communicate assessment purposes, methods, results, and implications to team members (ED:10,S1)</p>	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </table>	EE	ME	AE	U	5				<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.0</td> </tr> </table>	Mean	4.0
EE	ME	AE	U									
5												
Mean												
4.0												
<p>Record Keeping Keep accurate and detailed records of assessments and related proceedings (ED:8,S14)</p>	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </table>	EE	ME	AE	U	5				<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.0</td> </tr> </table>	Mean	4.0
EE	ME	AE	U									
5												
Mean												
4.0												
<p>Scope and Role of Educational Diagnostician Scope and role of the Educational Diagnostician (ED:9,K1)</p>	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </table>	EE	ME	AE	U	5				<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.0</td> </tr> </table>	Mean	4.0
EE	ME	AE	U									
5												
Mean												
4.0												

EE-Exceeds Expectations = 4 ME-Meets Expectations = 3 AE-Approaches Expectations = 2
 U-Unsatisfactory/Unacceptable = 1

Section V

Use of Assessment Results to Improve Candidate and Program Performance

While compiling this report, members of the CEC SPA committee determined that the program is very strong in many areas. In the following section, interpretation of Southeastern special education assessment data will be examined in reference to candidates' (a) content knowledge, (b) professional and pedagogical knowledge, skills, and dispositions; and (c) ability to design and plan interventions. Based on data collected from assessments in the Educational Diagnostician Program, the following curriculum matters have been identified, discussed, and will be addressed.

Content Knowledge

Candidates' performance on the case studies in SPED 616 and on comprehensive exams suggests that candidates are acquiring the knowledge and skills necessary to become effective Educational Diagnosticians. The program was recently redesigned and the results of this SPA review provide us with important information to be used in the ongoing development and implementation of the new program. Additionally, as soon as the advanced CEC Standards for Educational Diagnosticians become available, the committee will reconvene to re-examine courses and assessments in the program. Adjustments to course content knowledge expectations will be implemented at that time.

We will continue to monitor candidate content knowledge in all Educational Diagnostician courses as well as in the Internship. Performance in field experiences, feedback from Pupil Appraisal personnel, and Louisiana State Department of Education certification specialists will also be analyzed to ensure that our courses provide opportunities for candidates to develop essential content knowledge. Our close working relationships with these school, central office, and state department personnel makes this feasible.

Professional and Pedagogical Knowledge, Skills, and Dispositions

Our graduates have been successful on the performance indicators evident in the assessments provided. However, candidate dispositions have not received the attention that they deserve in the program. We plan to explore strategies for ensuring that assessment of candidate dispositions as Educational Diagnosticians becomes a more integral part of our program.

Design of Interventions to Impact Student Learning

In Assessment 3 we identified a weakness in the program. Candidates need to develop greater knowledge and expertise in the design and implementation of interventions, both academic and behavioral. Because the design of pre-referral interventions is an essential role/responsibility for Educational Diagnosticians, committee members will analyze course assignments in SPED 613 and 614 and revise performance tasks and rubrics to ensure that critical content is addressed and that opportunities for skill development and transfer occur.

Conclusion

Overall, the data indicate that our candidates develop into effective Educational Diagnosticians. Faculty members plan to continue to monitor candidate performance and identify areas of needed improvement.