Sul Ross State University
Department of Education

Instructor: Heidi Wassermann, M.Ed.

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Office Hours: By appointment

**Virtual Office Hours:** As requested by student, by appointment

ED 5306, Assessment of Individual Intelligence, Spring 2019

Text:

Course Textbook:

Sattler, J. (2018). Assessment of Children: Cognitive Foundations and Applications, Sixth Edition and Resource Guide to Accompany Assessment of Children: Cognitive Foundations and Applications, Sixth Edition, Jerome Sattler Publishing, Inc. San Diego

ISBN #9780986149931
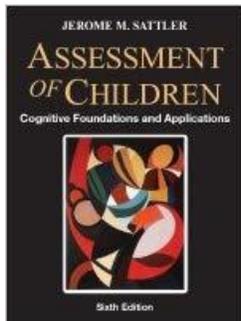
We will also use test manuals from the test kits you check out from SRSU (or your district) along with some online materials that will be made available to you.

Description: The focus of this course is on developing the expertise necessary to fulfill the TEA requirements leading to professional certification as an Educational Diagnostician. We will concentrate on the administration and analysis of clinical tests of individual intelligence with emphasis on the Wechsler Scales.

Meeting Dates:

ED 5306 Spring 2019
Meet in Alpine Saturday, January 26th from 9 am – 5 pm and Sunday, January 26th from 8 am – noon. (Lunch 11:30 – 1)
Online February 17th, 2019, 1 – 4 pm
Online March 10th, 2019, 1- 4 pm
Meet in Alpine Saturday, April 13th from 9 am – 5 pm and Sunday, April 14th from 8 a – noon.

ED 5306 will contribute to the following Program Learning Outcomes (PLOs):
- The educational diagnostician candidate will demonstrate knowledge of factors that affect evaluations of students with disabilities.
- The educational diagnostician candidate will discriminate between appropriate and inappropriate behaviors during observations and evaluations.
- The educational diagnostician candidate will demonstrate knowledge of legal foundations of psychoeducational assessment.

ED 5306 will address the following Student Learning Outcomes (SLOs):
The beginning diagnostician is able to:
- Articulate the purpose of evaluation procedures and their relationship to educational programming.
- Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- Score assessment and evaluation instruments accurately.
- Use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Use appropriate communication skills to report and interpret assessment and evaluation results.
- Keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g. ARD/IEP meetings, parent/guardian communications and notification).

TExES Competencies for Educational Diagnosticians Addressed through course activities and assigned readings:
Standard II The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

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

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

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

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

Standard VII The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

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

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

Course Policies:
Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to log into the Blackboard site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session may result in the student being dropped from the course by the professor.

Each student is expected to attend all classes (in person and online) and to be on time. To be counted as present in class, a student must remain through the entire class. Any student arriving thirty or more minutes late will be considered absent for that class period. Points will be deducted from the final grade for each absence. Please contact your instructor if you have unusual circumstances that prevent you from attending class. Please be aware that attendance is critical to success in this class.

Submitting Assignments: Students should submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

Assignment Format: All work should be double-spaced and typed in APA style, Times New Roman, 12-point font. The data gathering documents you will be using do not need to be typed.

Late or Missing Assignments: Educational Diagnosticians do not have the luxury of missing deadlines that are mandated by Federal and State law. It is tempting to state that late assignments will not be accepted in this class. However, every semester presents extenuating circumstances that make this rule difficult to enforce. For this class, points totaling one full letter grade will be deducted from all late assignments.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include, but are not limited to:
- Turning in work as original that was used in whole for another course and/or professor;
- Turning in another's work as one's own;

- Copying from professional works (including our text) and Internet sites without citation.
*Any of the above offenses will result in a zero for the assignment with no option to redo for credit.
*Any student sharing answers for an online quiz will be given a zero on the quiz and all subsequent quizzes thereafter. Students are expected to complete quizzes and exams independently.

Course Expectations: Graduate students are expected to demonstrate scholarly behavior and professionalism. Scholarly behavior is observed when students display an aptitude for study. Professionalism is demonstrated when students: (a) attend class sessions on time; (b) are prepared for class discussions; (c) attend to class discussions; (d) are flexible to schedule changes; (e) respect the opinion and rights of others (f) and cite work appropriately, including the text.

Blackboard: This course is web-enhanced which means we will be using Blackboard for our online meetings. Grades will be calculated and posted to Blackboard along with announcements related to due dates, meeting dates, assignments, etc. Therefore, it is very important that you are familiar with Blackboard. Please contact the Office of Information Technology (OIT) for login issues, or to get your username and password information. Assistance is also located at the LTAC Helpdesk at 432-837-8888 or toll free at 1-888-837-2882.

Hints from the Office of Information Technology (OIT): Chrome is the recommended browser for Blackboard. Tablet devices do not always interact with Blackboard appropriately. Students taking tests on a tablet have reported that their answers changed after submission. Take tests and exams on a laptop or desktop computer.

Email: Students should correspond using Sul Ross email accounts. Please check your Sul Ross email frequently throughout each week.

If you are unable to attach documents to your SRSU email, use the "light" version of Outlook.
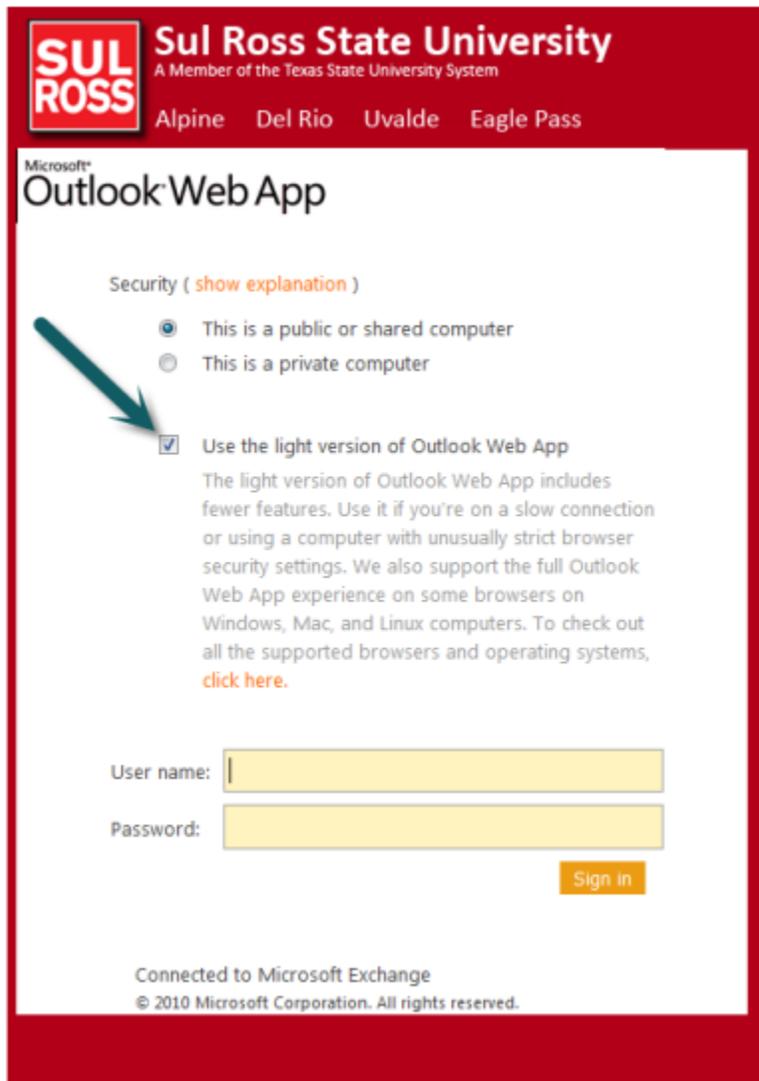
Distance Education Policy: Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Face-to-Face Class Cell Phone Policy: Use of cell phones or any other electronic communication device is prohibited during class time. Please be respectful of the instructor and your peers and refrain from texting in class. You will be provided with breaks and you may use your cell phone at that time. Text your professor at 432-294-3031 with your name, the words "ED 5306" and a "thumbs up" icon as soon as you read this. Your text will signify that you have read this paragraph. Do not share these instructions with anyone else.

Support: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and

instructional technology support. For more information about accessing these resources, visit the SRSU website.

Individualized instruction is available upon request with the instructor of the course. Because our face-to-face interaction is limited, it is highly recommended that you contact the instructor to request an additional session when needed.

The SRSU Graduate Student Center is located in Briscoe Administration Building (BAB), room 104. The Graduate Student Center provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Alpine and distance education students can receive writing and thesis assistance Monday – Friday from 8:00 a.m. - 9:00 p.m. and Saturday and Sunday from 11:00 a.m. - 7:00 p.m. Phone: (432) 837-8524 Email: gradcenter@sulross.edu

ADA Accommodations are available. Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:
Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services
Ferguson Hall, Room 112
P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832
Telephone: 432-837-8691.
E-mail: mschwartze@sulross.edu

Tobacco Policy: Smoking is only permitted in designated areas on campus. No smoking or tobacco allowed in the buildings.

Filing a Complaint: The procedures for filing a student complaint are included in the student handbook.

Required Readings:
- Sattler text
- Test manuals

Specific Course Requirements:
1. Administration of Intelligence Tests (to be compiled in a large three-ring binder)
   Complete 3 Wechsler Intelligence Scale for Children (IV or V*)
   Complete 3 Woodcock Johnson Tests of Cognitive Ability (III or IV*)

You may need to administer more than 3 tests in order to become proficient enough to produce a protocol for your binder. Feel free to give "practice" tests!

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*Students using WISC-V or WJ-IV are responsible for obtaining protocols and scoring those protocols. SRSU does not have access to protocols or the online scoring systems for the most recent edition of these intelligence tests.

You will scan your first completed protocol and email it to me by the date below. I will provide written feedback and a grade via email. You must clearly mark this protocol in your binder as "already graded."

Please be sure that at least one of your test subjects is age 5 or younger. The WJ-III can be used with individuals age 2 to 90; the WISC – IV can be used with individuals age 6 to 16. It will benefit you greatly if you can experience testing very young children during this class. *At least* one child age 5 or younger is required; more than one examinee age 6 or younger is recommended.

Additional tests that may be previewed in this class:
Battelle Developmental Inventory (BDI)
Kaufman Assessment Battery for Children (KABC)
Universal Nonverbal Test of Intelligence (UNIT)

On Each protocol
- Circle all Entry Points
- Indicate Basils
- Indicate Ceilings
- Be Sure Raw Scores are Correct
- Be sure to administer each subtest correctly
- Be sure to mark the score for each subtest correctly

> 2 Graded Protocols @ 50 points each…….**100 points**
> 4 Completed Protocols @ 35 points each…**140 points**

Each test protocol should be accompanied by the following documents which can be found on Blackboard:
- A Checklist for Evaluation Timelines indicating dates are in compliance
- A Consent for testing form which needs to be signed by the parent or adult examinee prior to the administration of the test
- Home Language Survey
- Health Information
- Sociological Data
- Assistive Technology Assessment
- Behavior and Attitude Checklist

> 2 sets of graded documents @ 40 points each… **80 points**
> 4 completed sets of documents @ 25 points each...**100 points**

We will discuss proper completion of each of these documents during our first face-to-face meeting. Take good notes!

When submitting your binder be sure that
- All Timelines are correctly adhered to (date of consent, date of FIE, notice of ARD, ARD date)
- Scaled and standard scores have been correctly copied from the WISC compu-score report onto the front page of the WISC protocol
- All of the WISC and WJ compu-scores are included in the binder
- Nothing has been left blank

2. Six Full Individual Evaluation (FIE) Reports will also be part of your binder. Information is to be presented correctly, clearly and succinctly in each of the following domains:
- Date of Birth, FIE Date, Date of Consent, and other Dates in the FIE (5 points)
- Language/Communication Domain (5 points)
- Physical Domain (5 points)
- Sociological Domain (5 points)
- Emotional/Behavioral Domain (5 points)
- Intelligence/Adaptive Behavior Domain (15 points)
- Intelligence/Adaptive Behavior Recommendations (5 points)
- Achievement Domain (5 points)
  - You must *informally* gather data about the student's reading, writing, and math abilities (school readiness or developmental skills for students under age 5)
- Assistive Technology and Transition Domains (5 points)
- FIEs should contain information regarding eligibility for Special Education (5 points)
- The FIE needs to be hand signed by the evaluator *(the FIE submitted electronically may contain a typed signature)* (5 points)

The report is to be free of spelling and grammar errors; points will be deducted for such errors. Use the FIE template provided on Blackboard

2 Graded FIEs @ 65 points each…**130 points**
4 Completed FIEs @ 50 points each….**200 points**

You will email your first FIE to me by the date listed below. I will grade the FIE and provide you with feedback to guide you as you complete your remaining 5 reports. This FIE must be clearly flagged in your binder as "already graded."

*No scores generated from testing in this class are to be disseminated to anyone other than the instructor. Because this course is a skill development course, it is probable that many, even most, of the test administrations will have some error and, thus, limited validity. Therefore it is imperative that these reports NOT be used for decision-making purposes. Merely releasing scores to parents of examinees or adult examinees may have some degree of impact. **Scores are not to be provided to anyone and this should be made clear upon obtaining consent.** Violations of this practice will be considered a serious breach of professional ethics.

You must select the children (or adult examinees) you will be testing. *Do not choose a child who is in special education or may be referred for special education services or who was previously tested for special education services. Avoid testing students who are struggling academically in any way. Do not test students in a Dyslexia program or 504. Do not test adults with disabilities or who were in Special Education while in school.* The examinees you test are expected to obtain average or better scores. Always secure written permission from the parents or adult examinees prior to testing or gathering data.

Remember: When scoring tests double and triple check everything. When in doubt, ask the instructor. Consult the test manual and scoring criteria frequently.

Materials: You are personally responsible for the testing materials entrusted to you during the semester. If you return test kits via mail, you must purchase insurance. You will mail the test kit to the instructor's personal address (provided on Blackboard).

Damage to testing materials beyond normal wear will be your responsibility to repair, or, if necessary, replace at full replacement cost. The decision to require replacement will rest solely with the instructor of the course.

You will not receive a final grade for this course until all testing materials are returned.
You are responsible for purchasing/providing other items as required by the test publisher (i.e., stopwatch, pencils, devices to play audio recordings).

3. Oral Presentation
Students will present a Full Individual Evaluation to the class. **100 points**
A rubric is available on Blackboard to help you prepare your FIE presentation.

4. Quizzes   9 @ 20 points each…. **180 points**
5. Discussion Board   1 @ ….. **50 points**
6. Chapter Outline   1 @....... **50 points**
7. Midterm (essay)   **50 points**
8. Final Exam (Essay)   **50 points**
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Total Points for Course: 1230

ED 5306 Week-by-Week Schedule of Meetings and Assignments

Date	To Do	Due Date
Week 1	**Discussion Board**	Thursday, 1/24 11:59 pm
	Chapter 1 & 2 Quiz	Friday, 1/25 11:59 pm
1/22 – 1/27	**Face-to-Face Meeting** in Alpine Saturday and Sunday. We'll review the syllabus, the forms you'll be using to gather data, an FIE/Ppsycho-educational report, and distribute test kits	Saturday 1/26/19 9 – 5 (Lunch 11:30 – 1) Sunday 1/27/19 8 - noon

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Week 2 1/28 – 2/3	**Chapter 6 Quiz** Also Read Appendix A, pages 34 – 51, in the Resource Guide Start Testing!	Sunday, 2/3 11:59 pm
Week 3 2/4 – 2/10	**Chapter 17 Quiz** **Scan one complete protocol and submit via Blackboard for review/feedback/grade**	Sunday, 2/10 11:59 pm **No later than 2/10 at 11:59 pm…before 2/10 would be even better!**
Week 4 2/11 – 2/17	**Online Meeting** We'll discuss testing, the WISC Index scores and WJ composite scores, Review statistics if necessary *Do not put off your testing!*	Sunday, 2/17 1 – 4 pm
Week 5 2/18 – 2/24	**Chapter 4 Quiz** *You should be at least half way done with testing*	Sunday, 2/24 11:59 pm
Week 6 2/25 – 3/3	**Chapter 9 Quiz** You should be testing every week and sending raw scores to me so I can get compu scores back to you. Please don't send all of your test scores at once. Send scores as you complete each examinee's testing.	Sunday, 3/3 11:59 pm
Week 7 3/4 - 3/10	**Online Meeting Sunday** We'll discuss analyzing scores and report writing **Chapter 10 Quiz** You should be almost done with your testing and getting ready to look at the process of report writing.	Sunday, 3/10 1 – 4 pm Sunday, 3/10 11:59 pm
Week 8 3/11 – 3/24 Spring Break 3/18 – 3/22	**Chapter 11 Quiz** Also read Appendix C in Resource Guide You should be wrapping up your testing and ready to write reports	Sunday, 3/24 11:59 pm
Week 9 3/25 – 3/31	**Midterm Exam** You should be writing reports	Sunday, 3/31 11:59 pm
Week 10	**Submit one FIE and the corresponding data**	**You are encouraged to**

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	gathering documents to me for a grade You should be writing FIEs and preparing your presentation	submit these items earlier in the semester but definitely no later than Wednesday 4/3 at 11:59pm
4/1 – 4/7		
Week 11 4/8 – 4/14	Present FIE at **Face-to-Face Meeting** in Alpine Saturday and Sunday **Goal: Turn in your binder (and test kits) this weekend to avoid the expense of mailing your binder and test kits to me.**	Saturday, 4/13 9am – 5pm (Lunch 11:30 – 1) Sunday, 4/15 8am - noon
Week 12 4/15 – 4/21	**Chapter 3 & 5 Quiz**	Sunday, 4/21 11:59 pm
Week 13 4/22 – 4/28	**Chapter 7 & 8 Quiz**	Sunday, 4/28 11:59 pm
Week 14 4/29 – 5/5	**Binders Due!** Review Appendix F, pages 201 – 203, in the Resource Guide Read Appendix G, pages 205 – 225, in the Resource Guide and **create a chapter outline** to submit on Blackboard	Wednesday, 5/1 7:00 pm Outline Due Sunday, 5/5 11:59 pm
Week 15 5/6 – 5/8 Short Week!	**SLD Discussion Board**	Post due Tuesday, 5/7 11:59 pm Respond to classmates Wednesday, 5/8 11:59 pm
Finals 5/10 – 5/15	**Final Exam**	Due Monday, 5/13/19 by 11:59 p.m.

This course syllabus is intended to be a guide and may be amended with adequate notice from the instructor.