



Sul Ross State University
Department of Education

ED 7318, Practicum in Special Education

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Contact Information

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Course Description:

A course which provides field experience in special education in a TEA accredited public, private, or parochial school students spend a minimum of 160-clock hours under the supervision of school educational diagnosticians and university faculty.

Suggested Text:

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (Vol. 84). John Wiley & Sons.

Schneider, W. J., Lichtenberger, E. O. & Mather, N. (2018). *Essentials of Assessment Report Writing*, 2nd Edition. Wiley/978-1119218685.

Course Resources:

- Test manuals and videos
- Texas Education Agency <https://tea.texas.gov/Home/>
- Procedural Safeguards www.tea.state.tx.us/special.ed/explanaf
- A Guide to the ARD Process www.tea.state.tx.us/special.ed/ardguide
- Region ESC 18 www.esc18.net
- Council for Exceptional Children www.cec.sped.org
- Test Prep & Testing
- https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/Test_Registration_and_Preparation/
- Additional useful links will be posted in Blackboard

Professional Standards:

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the Texas Education Agency (TEA). These include:

Ed 7318 Proposed Standards:

Competency 2

D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.

Competency 3

B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).

C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.

Competency 7

G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.

Competency 8

A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, physical, functional, adaptive, social/emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.

B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

C. Describe how a teacher would implement and monitor the progress of the recommendation.

ED 7318 will contribute to the following Student Learning Outcomes (SLOs):

Identify and administer appropriate psycho-educational tests for purposes of determining disability criteria for specially designed instruction for students served in the Kindergarten – 12th grade school system.

Interpret psycho-educational report to recommend evidence based practices for specially designed instruction for students served in the Kindergarten – 12th grade school system.

Create collaborative relationships with stakeholders and professional responsibilities as an Educational Diagnostician in the Kindergarten through 12th grade school system.

Create a psycho-educational report after analysis of qualitative and quantitative data to determine disability criteria for specially designed instruction for students in the Kindergarten – 12th grade school system.

Program Marketable Skills:

Research Skills and Awareness

- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate appropriate procedures for standardized testing
- Appreciate basic principles of project and time management
- Utilize descriptive statistics
- Identify the effects of bias
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

Communication Skills

- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice

- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Use of professional formatting for research (e.g. APA) and avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Describe the impact of research for individuals, groups and society with respect to disability
- Apply federal protections associated with disability (e.g. FERPA, ADA, IDEIA)
- Utilize ethical judgement for the advocacy of others

Course Objectives:

The practicum serves as a capstone course for the educational diagnostician program. It is designed to allow the student the opportunity to practice the knowledge gained under the supervision of a licensed professional educational diagnostician in the field and university

faculty. Students will be supervised in the practice of testing procedures, completing comprehensive assessments, preparing written reports of assessments and other paperwork, attending ARDs and presenting test data to committee members. This includes:

- Employ a variety of assessment methods for determination of special education services
- Utilize framework for eligibility determination
- Participate in the Admission, Review and Dismissal (ARD) process
- Interpretation using descriptive statistics
- Report writing
- Administrative tasks for compliance
- Collaboration with stakeholders in the ARD process
- Compliance of federal and state law
- Extension opportunities involving professional development and professional organizations

General Course Policies

This course will be delivered online in an asynchronous format via Blackboard Learning Management System. This course site will be available on December 12th

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Contact with the professor: You must contact the professor within 24-48 hours if you are contacted. Contact will be through your university email. Failure to do so may result in a request to drop the course.

Adherence to Timelines: All paperwork must be submitted through Blackboard. As a student diagnostician, you are expected to adhere to timelines and be responsible for your paperwork.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Professional Portfolio: Full Individual Evaluations are part of this course and are required to be saved as evidence of proficiency to be used as part of the student's professional portfolio. Personal information (name) must be redacted prior to use or upload.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

Certification Practice: Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to log in several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: 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. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for

filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU 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.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

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: forging report information.

Syllabus Change Policy

The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

Course Requirements

Securing a mentor

The intern is required to secure a mentor with current educational diagnostician certification. A Licensed Specialist in School Psychology (LSSP) may also be used if a diagnostician is not readily available. Once the mentor/placement has been approved the practicum student will

work towards completion of the required minimum 160 clock hours. Mentors must be arranged for the

Online collaborative meetings

There will be several online meetings throughout the semester and attendance is mandatory regardless of whether you are concurrently enrolled in another class. We will be utilizing Blackboard Collaborate for these meetings and invitations to them can be found in the Announcements area in Blackboard.

Practicum Requirements

Schedule site possibilities early. Prior to making any arrangements for the practicum, interns should make an appointment with their university supervisor to discuss appropriate site possibilities.

Placement Paperwork The following forms must be completed and submitted to your university supervisor no later than 2 weeks after the official start date (9 September 2018) of the semester:

- Internship Personal Data Sheet
- Waiver and Liability Release
- Site Supervision Agreement (Students completing the practicum must have a site supervisor holding current certification as an educational diagnostician.)
- Proof of Professional Liability Insurance

Goals and Objectives. Within the first two weeks of the official start date of the semester, the intern, in conjunction with the site supervisor (mentor), will develop four goals accompanying objectives toward which to work. A goal is a broad, clear statement of an outcome the intern plans to achieve during the period of the practicum. An objective is a clear, specific statement that identifies a step leading to the achievement of the goal. Ideally, if all the objectives are met, the goal automatically will have been attained.

- The goals determined by the intern will provide the structure for the required 160 clock hours.
- After formulating the goals, the intern will develop objectives for each goal. These objectives should be clear, specific, and measurable.
- On completion of the above, both the intern and the site supervisor will sign off on the goals and objectives to indicate their acceptance. The intern will provide a copy of these goals to the on-site supervisor and the university supervisor within the first two weeks of the official start date of the semester. The university supervisor must approve the goals and objectives and may require revision prior to acceptance. The intern should keep a copy of the goals and objectives for his or her own files.

Practicum Activity Log. Interns will keep an extensive activity log recording activities conducted during the internship. This log should be considered confidential, with information which identifies individual students omitted. **Students falsifying or fabricating information contained within the activity log will be dismissed from the program immediately.

Self- Reflections Interns will submit self-reflections for every 30 completed hours of the practicum. The reflections should consider the progress towards the goals and objectives developed at the beginning of the semester with the site supervisor. These reflections will be submitted via Blackboard.

Final log/report At the conclusion of the internship, the intern will write a final report describing his or her success toward attaining the stated goals and objectives. If a particular goal was not met, the intern will explain the reason, and will describe what was accomplished in place of that goal. This report should be comprehensive, typed, and should include a final section of reflection on the internship. This final log/report is due to the university supervisor NO LATER THAN Week 15.

Site Supervisor's Report

The site supervisor will complete two reports evaluating the intern's progress through the internship. The first evaluation report is due NO LATER THAN Week Eight. The site supervisor's final report is due NO LATER THAN Week 14. It is the intern's responsibility to ensure that these reports are uploaded to Blackboard.

Full Individual Evaluation

You will be required to provide a full and individual evaluation to be completed with your mentor teacher at the district. The expectation is that you will have performed some degree of formal assessment and analysis. You will sign off under your mentor's signature as "student clinician or student diagnostician". All personal identifying information must be redacted before upload.

Oral Case Study Review

You will be explaining and providing analysis of your FIE to your colleagues at a virtual meeting. PowerPoint or copy of the evaluation to your colleagues is recommended in conjunction with the presentation.

Site Visits by the University Supervisor

The university supervisor will complete three evaluations (including one on-site visit) during the practicum. Upload the documents into blackboard as evaluations are submitted to you.

Participation Requirement

Each intern will be expected to stay in regular communication with his/her university supervisor and will be required to respond to emails and/or telephone calls initiated by the university supervisor in a timely manner. Failure to contact the professor within 24 to 48 hours may result in dismissal of the program

Concurrent enrollment Students

Concurrent enrollment of ED 5306 may occur for some students involved in the practicum program. This is not recommended and is being phased out for incoming students. Students enrolled concurrently in both classes are expected to keep with the expectations and rigor of both courses. Assignments such as testing and FIEs may not be used to satisfy both courses.

Additional TExES Approval Information:

Every student enrolled in ED 7318 will begin working in Certify Teacher test prep software. The student will not be given test approval until passing results are emailed to your advisor. The program advisor will only accept the first three trials on the Certify Teacher practice exam. If a student does not pass the TExES 153 the first time, then additional training is mandatory before approval to re-test. *Final approval to test rests with the educational diagnostician program coordinator, even if Certify Teacher minimum requirement is met. This ensures adequate attention to thorough preparation.

In order to access the practice content exam and submit results, complete the following steps:

- Access <http://www.certifyteacher.com>
- Select "Products"
- Scroll down to TestSim Educational Diagnostician Exam #153: Educational Diagnostician
- The prices for this computer simulated TExES practice exam are as follows: On-line \$55;
- Download \$60; CD-ROM \$65. There is a discount code for SRSU students. This information is located on the Blackboard course menu. (We recommend purchase of the online exam because you may practice immediately with your exam online via the Internet, from any computer, anywhere, 24/7). The download or CD-ROM lasts for as long as it is on your computer; the online version would expire after an extended amount of time with no activity.
- Read the information regarding these purchase options and operating system requirements before you place your order. Purchase costs are the responsibility of the student.
- After successfully completing the full length, 5-hour exam, there should be an automatic link attached to your results page [EMAIL RESULTS TO]. Select this option and email passing results to lisa.sousa@sulross.edu.
- If, for some reason, you do not see this link, you may copy the results page, attach it to a new email, and send it to your university intern supervisor.

Certify Teacher registration must happen by week six. You will take a baseline test for studying. Submission of the 6 hour Study Certificate is due for upload by week 9

To be recommended for testing, you must have a passing score of 280 and at least 80% passing of all individual domains.

Final Practicum Grade

The final grade for the practicum will be based on the following:

- Course Requirements:
 - Completed Personal Contact Info 25 pts.
 - Signed Waiver of Liability (Optional—I highly recommend professional insurance which is included in professional membership associations.)
 - Proof of Professional Liability Insurance 50 pts.
 - Signed Practicum Agreement Form 25 pts.
 - Completed Practicum Goals 100 pts.
 - 5-Completed Activity Logs 150 pts. (30 pts. each)
 - 5-Completed Reflections 150 pts. (30 pts. each)
 - Final Reflective Report 100 pts
 - FIE 100 pts
 - Oral Case Study 100 pts

- Input from Site Supervisor:
 - 2-Site Supervisor Evaluations 100 pts. (50 pts. each)
- Input from University Supervisor:
 - 3-University Supervisor Reports 300 pts. (100 pts. each)
 - 1 On-site Visit
 - 2 Virtual Observations
- Consistent, professional, and courteous communication, via email/phone/in person, punctuality in returning required paperwork and forms.

Total Points=1,200 points

A= 1,200-1000 pts B= 999 – 850 pts C= 849 – 700 pts

WEEK 1	PRACTICUM MEETING BLACKBOARD COLLABORATE	JANUARY 16
WEEK 2	GOALS AND OBJECTIVES DUE PLACEMENT PAPERWORK DUE	JANUARY 26
WEEK 3	SELF REFLECTION AND LOG DUE SCHEDULING FOR 1 ST OBSERVATION	FEBRUARY 2
WEEK 4	MASTERS PORTFOLIO FORM DUE 1 ST UNIVERSITY SUPERVISOR EVALUATION (ELECTRONIC)	FEBRUARY 9
WEEK 5	ONLINE BLACKBOARD MEETING	FEBRUARY 13
WEEK 6	SELF REFLECTION DUE REGISTER FOR CERTIFY TEACHER AND BEGIN THE PROCESS	FEBRUARY 23
WEEK 7	2 ND UNIVERSITY SUPERVISOR EVALUATION (ONSITE) SIGN UP FOR PORTFOLIO DEFENSE	MARCH 1
WEEK 8	MENTOR EVALUATION DUE	MARCH 8
WEEK 9	SELF REFLECTION AND LOG DUE 6 HOUR STUDY CERTIFICATE DUE FOR UPLOAD MASTERS PORTFOLIO DEFENSE	MARCH 15
WEEK 10	2 ND UNIVERSITY SUPERVISOR EVALUATION (ONSITE)	MARCH 22
WEEK 11	2 ND UNIVERSITY SUPERVISOR EVALUATION (ONSITE)	MARCH 29
WEEK 12	SELF REFLECTION AND LOG DUE FIE DUE BLACKBOARD COLLABORATE ORAL CASE STUDY REVIEW FOR FIE	APRIL 2 ND
WEEK 13	PASSING SCORE FOR CERTIFY TEACHER DUE (280)	APRIL 12

WEEK 14	3 rd UNIVERSITY SUPERVISOR EVALUATION (ELECTRONIC)	APRIL 19
WEEK 15	FINAL LOG DUE SITE SUPERVISOR FINAL REVIEW DUE STUDENT FINAL LOG DUE FINAL CUMMULATIVE REFLECTION DUE	APRIL 26
WEEK 16	FINAL AUDIT	MAY 1