



Sul Ross State University
Department of Education

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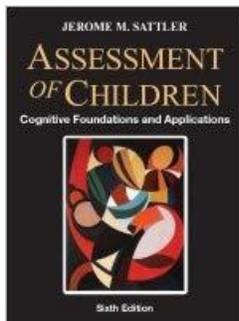
Virtual Office Hours: Happily by appointment as requested by student

ED 5306, Assessment of Individual Intelligence, Spring 2022

Required 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 #978-09861499-4-8



Students can get free shipping if they order the book directly from Sattler (www.sattlerpublisher.com).

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.

Recommended Texts:

Flanagan, D. & Alfonso, V. (2011). Essentials of Specific Learning Disability Identification. Wiley, ISBN #978-0-470-58760-7

Kaufman, A., Lichtenberger, E., Fletcher-Janzen, E., & Kaufman, N. (2005). Essentials of KABC-II Assessment. Wiley/978-0471667339.

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 of and written analysis of clinical tests of individual intelligence.

Online Meeting Dates:

Sunday, January 16, 1 – 5 pm

Sunday, February 20, 1 – 4 pm

Sunday, March 27, 1 – 4 pm

Sunday, April 3, 1 – 4 pm

All meetings are mandatory

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 professional standards set by Texas Education Agency (TEA, 2020).

TEExES Competencies for Educational Diagnosticians (Test 253) addressed through course activities and assigned readings:

Competency 1

D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.

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

H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.

Competency 3

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

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

Competency 4

A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.

Competency 7

A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.

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

H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

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.

Program Marketable Skills:

Research Skills and Awareness

Exhibit knowledge of advances and developments in the 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 Policies:

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

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 (minimum of three 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 online classes and to be on time. Because we are meeting online, make sure your internet connection will suffice as it connects to Blackboard and you interact with the class. You can “test” your connection by logging into the ED 5306 virtual classroom in advance. Instructions telling you how to get to our classroom are posted on our class Blackboard page.

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 in advance if you have unusual circumstances that prevent you from attending class. Please be aware that attendance is critical to success in this class.

Late or Missing Assignments: Educational Diagnosticians do not have the luxury of missing deadlines that are mandated by Federal and State law. Late assignments will not be accepted unless extenuating circumstances are discussed with the instructor prior to the due date.

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.
- Students are expected to complete quizzes and exams independently. Any student sharing answers for an online quiz will be given a zero on the quiz

*Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Distance Education Policy: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts (please check your SRSU email daily) and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

Blackboard: 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.

Libraries: The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Individualized instruction is available upon request with the instructor of the course. 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. 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

Students with Special Needs:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832

Required Readings:

Sattler text

Test manuals

****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 as they are considered psychological instruments. **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 examinee prior to testing or gathering data.

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. Test kits must be returned to SRSU before final grades can be published.

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.

Assignments: Assignments are spelled out in the table below. However, success in this course depends on you doing *more* than what is listed in this table.

You need to *practice* test administration so that by the time you sit down to administer 14 subtests to your chosen examinee you can do so fluidly and in a standardized manner.

You will need to *practice* presenting your Full Individual Evaluation reports out loud before you video tape or present your report live to the class.

You will need to write and then *edit and revise* your reports so that the final report you submit for grading resembles a polished, professional report. The report should reflect a Masters-level student at the *end* of the program.

Week/Date	Action Items	Meetings	Point Values
Week 1 January 10 - 16	Read Text Read WJ-IV Test Manual Take Quiz (Quizzes) Introduce yourself on Blackboard Familiarize yourself with the WJ-IV Test Kit	Online Meeting Sunday, January 16, 1-5 pm *Review Expectations *Review Assignments *Discuss Testing *Discuss Scoring *Discuss CHC Theory	
Week 2 January 17 - 23	Read Text Read WJ-IV Test Manual Take Quiz (Quizzes)		DGD's25 points Submit via Blackboard by 1/23/22 at 11:59 pm

	<p>Complete 1 Set of Data Gathering Documents (DGD's). Interview a classmate, friend or family member. This should be someone you are NOT going to test.</p> <p>Familiarize yourself with your test kit and prepare to test (PRACTICE Testing!)</p>		
<p>Week 3 January 24 - 30</p>	<p>Read Text Read WJ-IV Test Manual</p> <p>Take Quiz (Quizzes)</p> <p>Video yourself administering assigned subtest(s) and upload for classmates to view. See video guidance on Blackboard</p> <p>Submit protocol from video</p>		<p>Upload Video to YouTube, and submit protocol via Blackboard by Sunday, 1/30/22 at 11:59 pm</p> <p>Also submit Protocol for grading....25 points by 1/30/22 at 11:59 pm</p>
<p>Week 4 January 31 – February 6</p>	<p>Read Text Read WJ-IV Test Manual</p> <p>Take Quiz (Quizzes)</p> <p>Review Videos of Classmates</p>		<p>Constructive Feedback Docs 10 points each (170 possible points) Submit one document for each of your classmates via Blackboard by 2/6/22 at 11:59 pm</p>

			THEN email each of your classmates a copy of your feedback to them (individually)
Week 5 February 7 - 13	Read Text Read WJ-IV Test Manual Take Quiz (Quizzes) Complete test subject's DGD's and submit for grading (use feedback from first set of DGD's you submitted!) Begin to administer 14 subtests to your examinee		DGD's50 points Submit DGD's of individual you are administering 14 subtests to via Blackboard by 2/13/22 at 11:59 pm
Week 6 February 14 - 20	Read Text Read WJ-IV Test Manual Take Quiz (Quizzes) Submit completed Protocol for grading (use feedback from first protocol you submitted!)	Online Meeting Sunday, February 20, 1-4 pm *Discuss Report Writing *Discuss Presenting Reports *Discuss C-SEP method for SLD Identification	Completed Protocol (14 subtests).....50 points Due by 2/20/21 at 11:59 pm
Week 7 February 21 - 27	Read Text Read WJ-IV Test Manual Take Quiz (Quizzes)		9 quizzes at 20 points each (180 points) All must be completed no later

	Write a psychoeducational report based on the Case Study details found on Blackboard		than 2/27/22 at 11:59 pm Case Study Report.....75 points Due 2/27/22 at 11:59 pm
Week 8 February 28 – March 6	Midterm Exam <i>HINT: Make sure you have read the WJ-IV Test Manual!</i> Video tape yourself presenting your Case Study psychoeducational report and upload.		Midterm.....50 points Due 3/6/22 at 11:59 pm Upload video by 3/6/22 at 11:59 pm
Week 9 March 14 - 20	Review Case Study Videos of Classmates You should be working on your test subject's Full Report		Constructive Feedback Documents About Classmate's Case Study videos worth 10 points each (170 total points possible) Due 3/20/22 at 11:59 pm
Week 10 March 21 - 27	Prepare to present full report to the class during the online meeting	Online Meeting, Sunday, March 27 th , 1 – 4 pm *Students will present reports written about their examinee	Report Presentation Feedback (170 total points possible) Submit Presentation Feedback

	Complete feedback document for each classmate who presented during our meeting today		Documents of those who presented today by 3/27/22 at 11:59 pm
Week 11 March 28 – April 3	Continue working on your Full Report and your Presentation if you didn't present 3/27/22 Finalize your FIE and submit for grading	Online Meeting, Sunday, April 3rd, 1 – 4 *Students will present reports written about their examinee	Report Presentation Feedback Documents of those who presented today by 4/3/22 at 11:59 pm Presentation (100 points) Submit your FIE (100 points) via Blackboard by 4/3/22 at 11:59 pm
Week 12 April 4 – April 10	ESL Discussion Board		Make your ESL Post by Friday, April 8, 11:59 pm (20 points) Review classmate's posts and "discuss" through the weekend
Week 13 April 11 – April 16 (Easter Sunday the 17 th)	Dyslexia Discussion Board		Make your Dyslexia Post by Friday, April 15, 11:59 pm (20 points)

			Review classmate's posts and "discuss" through the weekend (keep in mind Sunday is a Holiday)
Week 14 April 18 - 24	Recommendations Discussion Board Based on Competency 8, B and C		Recommendations post due Friday, April 22, 11:59 pm (20 points) Review classmate's posts and "discuss" through the weekend
Week 15 April 25 – 27 (Short Week)	Special Education Success Discussion Board Prep for final exam		Special Education success post by Wednesday, April 27, at 11:59 pm (20 points) Review classmate's posts and "discuss" through the end of the course
Week 16 (Final Exam Week) April 29 - May 2	Final Exam		Final Exam.....50 points Due 5/1/22 at 11:59 pm

Total Points for Course: 1295

1165.5 – 1295 = A

1036 – 1165 = B

906.5 – 1035 = C

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