



ED 7318 Practicum

Fall 2022

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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.

Textbooks & Learning Media

Required Texts:

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

Cross-Battery Assessment Software System 2.0 (X-BASS 2.0) Access Card 1st Edition

ISBN-13: 978-1119389088

ISBN-10: 1119389089

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

ISBN: 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

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

Professional Standards (TEA)

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.

Student Learning Outcomes (SACSCOC)

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 (THECB)

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

General Course Policies

LMS: This course will be delivered online in an asynchronous and synchronous format via Blackboard Learning Management System. This course site opens on the first day of classes

Schedule: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. You may work ahead. Synchronous meetings are outlined on the syllabus and confirmed with an announcement or direct email to you. Please check the blackboard course frequently.

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.

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.

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.

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.

"Life Happens/Late Assignment Policy: Students are granted one "1-week extension" during the course of the semester for any personal emergency. Use of the extension means that assignments will be due at next module grading cycle at midnight. It is not required to contact

the professor for the extension except for meetings that are scheduled (observations, defenses). Use beyond the one-time policy may result in an incomplete for the course.

Changes to Syllabus: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Copyright: Many of the materials and readings for this class have copyright protections. They are for your sole educational use and should not be shared, copied or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, either with colleagues at Sul Ross State University or on the internet, please ask me.

Opportunities for Revision: This course is a writing intensive course. Revision opportunities are available should contributions not meet the standards for this course. The instructor will reach out and either suggest a revision or give guidance. However, extensions and revisions are not offered for work that is missing. Additionally, should the student not apply suggestions at the next module or complete suggested revisions, no further opportunities will be offered. Revisions must be completed within the next module grading period (Sunday, 11:59 pm) from when feedback is given.

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.

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.

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.

Digital Literacy Requirement

- Per TAC §228.30 (c)(8) students seeking initial certification in any certification class, must receive training and instruction in digital literacy skills, specifically, the digital literacy instruction must:
 - (1) align with the International Society for Technology in Education's standards,
 - (2) provide, effective evidence-based strategies to determine a person's degree of digital literacy,

- (3) include resources to address any deficiencies identified by the digital literacy evaluation.
- To meet this requirement students in a professional certification program will complete assessment and training Digital Literacy through NorthStar Digital Literacy during the course ED 5307 – Graduate Research or ED 5332 – Educational Research I.
- In Graduate Research/Educational Research I students will:
 - Complete the pre-test assessment through NorthStar by Week 4 of the semester. This assessment will identify the strengths and deficiencies of student's digital knowledge in:
 - a) Essential Computer Skills
 - b) Essential Software Skills
 - c) Using Technology in Daily Life.
 - After completion of the pre-test assessment students will have until Week 12 to complete training modules for areas of digital literacy needing remediation per the NorthStar study plan.
 - Upon completion of the training modules students will take the post-test in all three skill areas,
 - a) Essential Computer Skills
 - b) Essential Software Skills
 - c) Using Technology in Daily Life.
 - Students will submit post-test reports upon completion no later than Week 15.
 - How the pre-test and post-test results will be submitted is at the discretion of the professor.
- To access NorthStar and to create your account follow the instructions below:

Given COVID-19 restrictions, we've released best practices for how you can proctor your test takers remotely, if you so choose. **See our news announcement** for more details, as well as for other resources inside and outside of Northstar to assist your learners in this time.

Your Info

Location PIN:

UPY2

Using this PIN to access assessments ensures that results will feed into your location's reports. You can use it in either of these ways:

- Enter the PIN on our homepage.
- Bookmark the page it takes you to:
<https://www.digitalliteracyassessment.org/launch-from/9325-UPY2-sul-ross-state-university>

You're also welcome to post the location PIN in your computer lab for easy reference.

⚠ The most private credentials on Northstar are your email and password: never allow test takers or others on your computer while logged in via email and password, as they could have full access to this admin portal and see personal data on others.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to login 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: Online learners who require accommodations for must be registered with SRSU Disability Services. Late work follows the course guidelines otherwise. 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).

Library Services - 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).

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 or part for another course or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to <https://owl.english.purdue.edu/owl/resource/589/02/>

Syllabus Change Policy

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

Classroom Climate of Respect

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age,

gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Family. If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk with me. I want to be a resource for you.

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/

Specific 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 Seminars

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 of the semester.

Goals. You will create 3 personal goals as they relate to your three different observations with your University Supervisor. Please refer to the practicum handbook for specific information. You will fill out your goal on your worksheet and preconference form. A video orientation to goals and artifacts will be on Blackboard. Students may choose to create ways to house their artifacts which include a website, but it is not necessary.

Goal 1: Ties in with observation 1 and competencies 1 and 2 as part of your Educational Diagnostician Standards.

Goal 2: Ties in with observation 2 and competencies 3, 4 and 5 as part of your Educational Diagnostician Standards.

Goal 3: Ties in with observation 1 and competencies 6 and 7 as part of your Educational Diagnostician Standards.

FIE Defense will apply to Competency 8

Practicum Activity Log. Interns will keep an extensive activity log recording activities conducted during the internship. The first 10 hours are to be completed within the first 3 weeks. 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 COMPLETE formal assessment, analysis AND report writing. You will sign off under your mentor's signature as "student clinician or student diagnostician". All personal identifying information must be redacted before upload.

FIE Defense/Oral Case Study Review

You will be presenting your FIE to your colleagues at a virtual meeting. This will be a peer reviewed process with typically 3 peers and your supervisor. You will participating in reviewing your peers' evaluations.

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.

- **Certify Teacher Tests**

- You will only be allowed three opportunities to take the certify teacher exam. On the third attempt you must obtain a score of 280 and achieve 80% on each domain. Your first attempt will be during week one and serves as a baseline. Once you complete that test you must complete a minimum of 6 hours of study toward the 6-hour study certificate before you take the test a second time which will be uploaded at Week 5.
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- 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.**
- 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 #253: Educational Diagnostician
 - The prices for this computer simulated TExES practice exam are as follows: On-line \$55.
 - Download \$60.
 - Read the information regarding these purchase options and operating system requirements before you place your order. Purchase costs are the responsibility of the student.

- You will take a baseline exam week one. From your three lowest domains and competencies create your goals
- Complete the study hours required to meet the 6-hour study certificate due by Week five. This option will only appear after the 6 hours are completed.
- Second test administration upload due by Week nine.
- Once the score of 280 with 80% on each domain is reached by the third attempt, student is to email the professor with their certify teacher score report, 6-hour study certificate and their A number for processing. This will be forwarded on for processing and should take a few weeks. This is due by week 12.
- Taking the test multiple times to achieve the score will delay recommendation for testing.
- To be recommended for testing, you must have a passing score of 280 and at least 80% passing of all individual domains.

Important additional TExES Approval Information:

- Much like a student in law school needs to pass the Bar Exam, your certification test is provided by TEA and separate from your program. This means that you will need to study on your own and attending class is not enough to guarantee that you pass. You may not take the test provided by TEA without approval from your educator preparation program.
- Failure to complete the Certify Teacher Test at a score of 280 and 80% on each domain by 3rd attempt will result in a postponement of your recommendation by myself and the University for one semester to complete a workshop at additional student expense.
- If a student does not pass the TExES 253 the first time, then additional training is mandatory at the student expense 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.

FALL 2022 ONLY Cross Battery Assessment (XBA) Modules – All practicum students are required to complete modules associated with Cross Battery (Flanagan, Ortiz & Alfonso; 2013). You are required to purchase a new book with the CD to complete these modules. Students are welcome to make arrangements with their districts if districts agree to use of the book and software.

FALL 2022 ONLY Formal Assessments for completion – All practicum students are required to administer and complete the protocols for the following tests:

- CTOPP 2
- WISC V
- WJ C-SEP TEST Battery (18 subtests)
- DAS II
- WIAT II
- Nonverbal Test
- KABC II NU

Students may coordinate with their site supervisor regarding having each of these satisfying the 160 hours. It is at the discretion of the site supervisor to award hours for these activities.

FALL 2022 ONLY Virtual Hours/COVID-19 contingency: In light of recent circumstances, interns may have difficulty with obtaining face to face interaction necessary to clock 160 hours. Activities are created for the accrual of hours. Students must get permission from the site supervisor to complete any of the modules for credit. Activities involve an upload of artifacts as

proof of hours satisfied at the district. These artifacts and activities are unique to the intern's district and require collaboration with the intern's site supervisor and other education professionals.

Site Supervisor Training and Additional Requirements: All site supervisors are to complete a site supervisor training during week two. They are required to provide the following documents:

- Signed Agreement form
- Service Record
- Credential
- Resume
- Signed document for Site Supervisor Training
- Signature of Intern Logs (Total 160 hours)
- Midterm and Final evaluation

Practicum Handbook: All forms are located within the practicum handbook that was provided to you at orientation.

Grading

A=100-91% B=90-81% C=80-71% D=70-61%

All Assignments are required to be completed for satisfaction of Practicum. Student will be contacted via SRSU email for additional coaching to satisfy practicum requirements if they are not commensurate with expectations. Failure to complete all required components, will result in the student completing the Practicum the following semester.

Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of Incomplete (I) are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

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

- Course Requirements:
 - Completed Personal Contact Info
 - Signed Waiver of Liability (Optional—I highly recommend professional insurance which is included in professional membership associations.)
 - Proof of Professional Liability Insurance
 - Signed Practicum Agreement Form
 - Site Supervisor Service Record (3+years experience Ed. Diag.)
 - Site Supervisor Credential
 - Site Supervisor Resume
 - Artifacts
 - 6 Completed Activity Logs
 - 6 Completed Reflections
 - Final Reflective Report
 - FIE at District Assessment and Report
 - FIE Defense/Oral Case Study

- Input from Site Supervisor:
 - 2-Site Supervisor Evaluations
- Input from University Supervisor:
 - 3-University Supervisor Reports 300 pts.
 - 1 On-site Visit
 - 2 Virtual Observations
- Consistent, professional, and courteous communication, via email/phone/in person, punctuality in returning required paperwork and forms.
- XBA modules **FALL 2022 ONLY**
- Seminar Participation * this may be as a webinar
- Formal Assessment Protocols (Nonverbal; CTOPP-2; WIAT -4; WISC-V; WJ-IV CSEP with Oral, Cognitive and Achievement Battery; DAS-III; KABC II NU; **FALL 2022 ONLY**)

Course Schedule

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| | | All assignments are due at midnight Sunday at the end of each instructional week. Plan for holidays and shortened weeks accordingly |
| | LEARNING OBJECTIVES WEEKS 1-4 <ul style="list-style-type: none"> • Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services • Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students. | |
| WEEK 1 | <p>Activities to Complete:</p> <p>Practicum Meeting on Blackboard collaborate (2) (3) (4) (5)</p> <p>Registration and Completion of Certify Teacher Baseline test</p> <p>Read about FIE defense</p> <p>You should immediately be meeting with your onsite mentor diagnostician to develop times to meet and discuss the handbook</p> <p>Make sure your onsite supervisor (Mentor Diagnostician with the district) has a copy of the handbook</p> <p>For those of you graduating and have not submitted your graduation application, please follow up with Suzanne (suzanne.robinson@sulross.edu) and submit your application to registrar@sulross.edu. If you have not submitted your application, do so before the end of the week.</p> <p>Documents to upload:</p> <p>Screenshot or document that shows Certify teacher score and areas of deficiency. DO NOT WORRY ABOUT YOUR SCORE!!</p> <p>Completed Contact information Sheet MUST BE CLEAR and include your cell phone number/best number to reach; please provide both a district email and best number to reach your mentor. They are contacted week 3.</p> | <p>Deadline 8/28</p> <p>INTERN MEETING 8/24 @ 7pm Central Time</p> <p>BASELINE TEST</p> |

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| | Possible Standards Based Review Questionnaire to come up with goals | |
| WEEK 2 | <p>Activities to Complete:</p> <p>Completion of all documents for submission on time or you must drop course</p> <p>Coordinate with your site supervisor your goals and objectives</p> <p>Respond to email from Professor, this will also have date and time of first observation</p> <p>Study toward 6 hours study certificate on certify teacher</p> <p>Masters Candidates review Portfolio defense information and begin working on it</p> <p>Documents to upload:</p> <p>Waiver of Liability of Insurance form OR Professional Liability Insurance</p> <p>Site Supervisor Credential</p> <p>Supervisor Service Record</p> <p>Masters Candidate Portfolio Defense Application IF YOU ARE A MASTERS CANDIDATE</p> <p>Seminar Online: Competency One</p> | <p>Deadline: 9/4</p> <p>*Site Supervisor Meeting TBA; Q and A at Site Supervisor's request</p> |
| WEEK 3 | <p>Activities to Complete:</p> <p>All ONSITE Supervisors will be contacted during week three by Dr. Sousa</p> <p>Understand time management of your practicum (you are in charge not your mentor or I so be proactive)</p> <p>Outline your hours and how you will accomplish meeting them</p> <p>Prior to official observation you must review, complete and upload the pre-conference form at least 48 hours before appointment</p> <p>Observation number one will occur with discussion of your goals and objectives</p> <p>Check your email for signed PDF of your observation</p> <p>Study toward 6 hours study certificate on certify teacher</p> <p>Documents to upload:</p> <p>Pre-conference form prior to observation at least 48 hours before the appointment</p> <p>Signed observation from your UNIVERSITY SUPERVISOR (Dr. Sousa)</p> <p>First 10 intern hours uploaded with your district supervisor signed off</p> <p>Reflection included of 10 hours with district supervisor sign off</p> | <p>Deadline 9/11</p> <p>Seminar 9/8 @ 6pm * may be asynchronous check announcements</p> |
| WEEK 4 | <p>Activities to complete:</p> <p>Create professional connections within your school district</p> <p>Act as if you have the job of diagnostician and seek out what information you need</p> <p>Remember your mentors and administrators do not share your priorities so be kind and create opportunities</p> <p>Study toward Certify Teacher 6 hour study completion</p> | <p>Deadline: 9/18</p> <p>1st Observation TBD</p> |

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| | <p>Check your email for University Supervisor Contact to schedule your second observation this week</p> <p>Have discussion with your mentor about logistics for participating and sharing an FIE that you help complete within the district</p> <p>Documents to upload: None</p> | |
| | <p>LEARNING OBJECTIVES WEEKS 4-8</p> <ul style="list-style-type: none"> • Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE). • Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities. • Demonstrate use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills. | |
| WEEK 5 | <p>Activities for completion:</p> <p>Study toward 6 hours study certificate on certify teacher</p> <p>Agree upon candidate that you will use for your FIE defense</p> <p>Documents to upload:</p> <p>Upload 6 hour study certificate for certify teacher</p> <p>30 hour intern log signed off by district supervisor</p> <p>Corresponding 30 hour reflection log signed by district supervisor</p> | <p>Deadline 9/25</p> <p>Seminar *Central Cognitive Processes * may be asynchronous check announcements</p> |
| WEEK 6 | <p>Activities to complete:</p> <p>Complete a second test for Certify Teacher (Dr. Sousa progress check on certify teacher for completion of second test)</p> <p>CLD learners and assessment</p> <p>Begin assessment for district student for FIE oral defense</p> <p>Develop a personal learning network (you are graduating soon) add Dr. Sousa to Linked In, Follow on Twitter, Join professional networks</p> <p>Documents to upload: Certify Teacher 2nd administration</p> | <p>Deadline 10/2</p> <p>Seminar CLD or Executive Functioning * may be asynchronous check announcements</p> |
| WEEK 7 | <p>Activities to Complete:</p> <p>Masters candidates will be contacted by email with portfolio defense date and time which will occur during week nine</p> <p>Prior to official observation you must review, complete and upload the pre-conference form at least 48 hours before appointment</p> <p>2nd Observation</p> <p>Documents to upload:</p> <p>*Pre-conference observation form for observation number two prior to meeting 48 hours before</p> <p>30 hour intern log signed by your district supervisor</p> <p>Corresponding reflection log for 30 hours signed by your district supervisor</p> | <p>Deadline 10/9</p> |
| WEEK 8 | <p>Activities to complete:</p> | <p>Deadline 10/16</p> |

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| | <p>2nd Observation</p> <p>Paperwork to upload:</p> <p>Signed 2nd observation from University Supervisor (Renfroe or Sousa)</p> <p>Double check that you have all your documents uploaded and anticipate what is remaining</p> <p>Signed and completed Site Supervisor Evaluation (your district mentor)</p> <p>*Preconference form (must be 48 hours before observation) if you did not complete in Week 7</p> | Second Observation TBD |
| | <p>LEARNING OBJECTIVES WEEKS 9 – 12</p> <ul style="list-style-type: none"> • Utilize strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements. • Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education | |
| WEEK 9 | <p>Activities to complete:</p> <p>Master Candidates - Portfolio Defense</p> <p>Documents to upload:</p> <p>30 hour intern log with district supervisor signature</p> <p>Corresponding reflection for 30 hour intern log with district supervisor signature</p> | <p>Deadline 3/13</p> <p>Masters Candidates Portfolio Defense TBD</p> |
| WEEK 10 | <p>Activities to complete:</p> <p>Ethics (1)</p> <p>Master Candidates - Portfolio Defense</p> <p>Documents to upload:</p> <p>30 hour intern log with district supervisor signature</p> <p>Corresponding reflection for 30 hour intern log with district supervisor signature</p> | <p>Deadline 10/23</p> <p>Seminar Ethics * asynchronous</p> |
| WEEK 11 | <p>Activities to complete:</p> <p>Complete Pre-observation form for third observation must be completed and uploaded 48 hours before observation</p> <p>3rd observation with University Supervisor</p> <p>FIE DEFENSE meeting assignments in blackboard collaborate will go out</p> <p>Create a binder of district paperwork forms for your own personal reference</p> <p>Documents to upload:</p> <p>30 hour intern log with supervisor signature</p> <p>Corresponding reflection for 30 hour intern log with supervisor signature</p> <p>3rd observation pre-observation form</p> <p>Uploaded form from university supervisor</p> | <p>Deadline 10/30</p> <p>Seminar TBD check announcements</p> |
| WEEK 12 | <p>Activities for Completion:</p> <p>FIE Defense</p> | <p>Deadline 11/8</p> <p>FIE Defense * will be scheduled the week before check email and announcements</p> |

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| | <p>Email copy of certify teacher score of 280 AND Study Certificate in one email to Dr. Sousa for processing with TEA with your name and A#; you cannot be recommended to take the test until this is done</p> <p>Blackboard collaborate for oral defense of FIE - ALL CANDIDATES COMPLETE THIS REQUIREMENT</p> <p>Documents for Upload:</p> <p>Final 280 score for Certify Teacher in blackboard</p> <p>District FIE</p> | |
| | <p>LEARNING OBJECTIVES WEEKS 13-16</p> <ul style="list-style-type: none"> • In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs. • 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, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria. • Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention. | |
| WEEK 13 | <p>Activities for Completion: 3rd Observation Collect a variety of FIEs with redacted information to use a reference for your own writing (do not add these to your professional portfolio) these have been circulating for a while and your interviewer may recognize it if you pass it off as your own.</p> <p>If you emailed your 280 score early, monitor to register for the official test</p> <p>Documents to upload: Final observation for University</p> <p>*uploaded FIE defense rubric emailed by Dr. Sousa</p> | <p>Deadline 11/20</p> <p>3rd observation TBD</p> |
| WEEK 14 | <p>Portfolio Audit Completion of NorthStar Module (6)</p> | <p>Deadline 11/27</p> |
| WEEK 15 | <p>Activities for Completion:</p> <p>Documents to upload:</p> <p>Final 30 hours intern log with district supervisor signature</p> <p>Corresponding reflection log with district supervisor signature</p> <p>Final Site supervisor observation form with signature</p> <p>Additional Signed Document Site Supervisor, Student, (8)</p> <p>Final Site Supervisor form signing off on 160 hours</p> <p>Final Reflection</p> <p>TAC Code Signed Document with Site Supervisor, Student and Administrator</p> <p>Cross Battery Modules (XBA) due</p> <p>Protocols due</p> | <p>Deadline 12/4</p> |
| WEEK 16 | <p>FINAL AUDIT</p> | |

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| | Activities to complete: Final Audit Professional Program Letter of Recommendation Document to upload: Emailed letter of recommendation | |
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Reference:

- (1) 19 TAC §228.30(c)(1)
- (2) 19 TAC §228.30(c)(4)
- (3) 19 TAC §228.30(c)(4)
- (4) 19 TAC §228.30(c)(6)
- (5) 19 TAC §228.30(c)(7)
- (6) 19 TAC §228.30(c)(8)
- (7) 19 TAC §228.30(b)
- (8) TAC §228.35(e)(8)(E)

This course is based upon the following research based practices (7)

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.

Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, 102, 101586.

Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. John Wiley & Sons.