ED 7318 Practicum   **Spring 2023**

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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

Recommended Texts (bought in ED 5306):
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.

Q global and Q interactive software; District materials; iPads

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
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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)
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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)
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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)
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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

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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: The course 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. Response to instructor email should be within 24-48 hours

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.

Certification Practice: Students in practicum should have received a score of 280 on their certify teacher exam prior to practicum. Failure to meet this objective will require additional study time and testing prior to recommendation for the professional exam.

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.

Testing subjects: All testing subjects used for assessment, scoring and evaluation must adhere to practicum requirements. Students are required to a minimum of one assessment of a student at their practicum location. Additional testing opportunities are available and test subject selection are a choice of the intern. Practicum students may not make up a testing subject or profile for any testing subject during practicum. Doing so will result in dismissal of the program.

Participation/Contact 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

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.

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

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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. Paperwork should be uploaded on the first week of class. This was discussed at practicum orientation.

Online Seminars
There will be several online meetings throughout the semester and attendance is mandatory. We will be utilizing Blackboard Collaborate for these meetings and invitations to them can be found in the Announcements area in Blackboard.

Portfolio Defense: MED Candidates are required to complete a portfolio defense. This is discussed at Orientation. Portfolio defense candidates will provide their defense during week 9 to a committee.

Placement Paperwork The following forms must be completed and submitted to your university supervisor no later than the first week after the official start date of the semester.

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 practicum 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. 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.

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.

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

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

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

Grading

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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
  - Completed Activity Logs
  - 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.
- Seminar Participation * this may be as a webinar
- Formal Assessment Protocols

Course Schedule

Week by Week Pacing 10 hours/week	Activities	Hours (approximately)	Due Date

Week one competency one	**Seminar**: Orientation 1 hour Thursday @ 6 • Sign up genius set up • Sign up for observations and defense • Register for Graduation • Meet with your site supervisor and determine your student you will test and test batteries available and set up 10 hours • What is the MTSS on your campus? 2hours • What is the RTI on your campus?1 hour • What is the referral process and materials for assessment consideration on your campus? • 2 hours • How is the" proposal to evaluate" filled out? • Notice and consent procedures Make sure you registered for graduation **Uploads due**: • Site Supervisor Forms upload	16	1/22
Week two competency two	**Seminar**: Ethics 2 hours recorded • Collect educational records and referral packet for your student. 5 hours • Take home a KABC and Practice and score 8 hours **Uploads due**: • KABC score sheet	15	1/29
Week three competency three; competency seven	**Seminar**: 2 hours The interview • Administer the cognitive assessment for your student and score report 8 hours • Review with site supervisor 2 hours	12	2/5
Week four; competency one; competency two, competency three	**Seminar**: break out share your scores 2 hours Thurs @ 6pm **Observation One 2 hours** • MTSS/RTI/Referral for campus • Educational Background/referral packet of student • Score report Cognitive test Share score report Site Supervisor meeting check-in 2 hours *Overflow testing of student or /Standford Binet/Brigance/Baily/ARS/ testing review (indirect hours vary) **Uploads due:** • MTSS artifact • Referral artifact • Score report for district • Overflow score report	6	2/12

	• Observation One upload • Hours log signed (49 hours min) • Reflection log signed		
Week five competency two, competency five, competency three	Seminar: Executive Processing 2 hr • Administer your Achievement test and score 8 hours • *overflow testing: WJ-IV oral language test	8 -10	2/19
Week six Competency three, competency eight, competency seven,	**Seminar:** Break out and share finding with peers Thursday @ 6pm or discussion board 2 hours • Plug in values to XBA if SLD; or Adaptive skills if ID and provide cursory analysis (hypothesis of what you think is going on); provide evidence of analysis 8 hours **Upload due:** • XBA analysis (triangle) • Discussion Board – XBA upload or Adaptive Skills upload 2 hours	10	2/26
Week seven Competency four; competency seven	**Seminar:** Breakout and share with peers 2 hours or recorded discussion on adaptive skills and testing observations or discussion board upload Based upon what you see, create your recommendations for accommodations and placement considerations 8 hours Meet your LSSP, SLP, OT and PT 3 hours and understand their roles **Upload Due:** Discussion board 2 hours	13	3/5*
Week eight Competency four, Competency five	**Seminar:** Break out session and share your FIE progress with your peers 2 hours; or recorded seminar review on Dyscalculia and Dysgraphia TBD **Observation Two 2 hours** * • Discussion of student accommodations/placement/ of student 2 hours • Site Supervisor Check in 2 hours **Uploads due:** • Observation Two upload • Hours log due (37 hours min/ 86 total) • Reflection due • BIP and MDR procedures	6	3/12*

Week nine Competencies 1-8	**Seminar:** Differential assessment and descriptive statistics review 2 hours Recorded • Report write 8 hours • Portfolio Defense 8 hours	10	3/19
Week 10 Competency Three; Competency eight	**Seminar:** Test Selection Break out with Peers 2 hours **this may be discussion board only Report write • Test Battery List due 16 hours • Site Supervisor Check in 2 hours • Review Developmental Profile 4 3 hours • Send in nomination for site supervisor/mentor **Uploads due:** • Test Battery List in discussion board	23	3/26
Week 11 Competency Two, Competency Five, Competency Seven, Competency eight	**Seminar** CLD 2 hours *TBD recorded Report write Nonverbal test administer and score upload due 8 hours **Uploads due:** Nonverbal test score	10	4/2
Week 12 competency four, competency five, competency seven, competency one, competency eight	**Observation 3 2 hours** • Share your completed FIE • Share the IEP goals that you would suggest based upon the evaluation • Share placement and modification considerations Play Based Assessment 5 hours Observation and Reflection 3 hours *if unavailable you may add hours as you see fit WPSSI* 8 hours Child Find Procedures and upload for district 3 hours **Uploads due:** • WPSSI test upload • Hours log (64 hours. /150 total) • Reflection log • Discussion Board: Share your full evaluation with your peers redact personal information	21	4/9
Week 13 competency eight, competency seven,	AU assessment observation 5 hours and reflection due 3 hours *if unavailable to complete AU assessment observation review the videos in the link provided	11	4/16

competency five	you may add hours as you see fit		
Week 14	Audit, everything is due **Upload due:** • Final hours 160 total amount • TAC Code Site supervisor signs off on 160 hours • Student final reflection • Site Supervisor final evaluation	Additional hours vary	4/23
Week 15	Audit, fix your final practicum Dr. Sousa sends out final program recommendations		4/30
Week 16	Quiet week GRADUATION!!!		**5/7

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.