Instructor: Beverly Hamilton Roberts/Educational Diagnostician
Office: See schedule - end of syllabus
Telephone # (936) 261-3403 or (281) 875-9205 or (281) 857-5994
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Course Description:
This practicum is designed for students to practice, under the supervision of an Educational Diagnostician, the planning, administration and interpretation of assessment in education.

Material Needed:
Test kits
Protocols
Stop watch
Compuscore
Relationship with a practicing educational diagnostician or a LSSP


Access to Learning Resources:
| PVAMU Library: | phone: (936) 261-1500; web: [http://www.tamu.edu/pvamu/library/](http://www.tamu.edu/pvamu/library/) |

Major Goals E-FOLD-P (Conceptual Model):
1. To prepare professionals as problem solvers, critical thinkers and decision-makers who are to communicate these cognitive skills to students.
2. To prepare professionals as facilitators of student growth and development who exhibit a positive self-esteem and are able to transmit these affective components to students.
3. To prepare professionals as reflective and continual learners who initiate and distribute knowledge and skills and utilizes effective teaching practices.
4. To prepare professionals as ones who understand and appreciate human diversity and demonstrates global awareness by recognizing that diverse learners can meet all learner outcomes.
Professional Education Unit
Conceptual Framework

The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University
TExES Competencies

Educational Diagnostician (153)

Domain I Students with Disabilities
The educational diagnostician understands and applies knowledge of federal and state disability criteria and identifies procedures for determining the presence of an educational need. (Competency 001)
The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning, and instruction. (Competency 002)

Domain II Assessment and Evaluation
The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. (Competency 003)
The educational diagnostician selects and administers appropriate formal and informal assessments and evaluation. (Competency 004)
The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations. (Competency 005)

Course Evaluation Methods
This course will utilize the following instruments to determine student grades:
- **Exams** – written tests designed to measure knowledge of presented course material
- **Exercises** – written assignments (ex. FIEs & ARD reports, test protocols) designed to supplement and reinforce course material
- **Projects** – web development assignments designed to measure ability to apply presented course material (*input an FIE into True outcomes, present compuscores from testing*)
- **Class Participation** – attendance for both group and individual sessions and participation in class discussions
- **Assigned Reading** - will discuss in the first class session
- **Reflective Journal Writing** - review of assigned reading

Submission of Assignments:
Please see Course Requirements data and the class schedule located at the end of this syllabus for submission of all assignments

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). The final exam will be administered in two parts. Please refer to course requirements and the class schedule located at the end of this syllabus for more information.

Course Requirements:
1. Students are to develop an ongoing relationship with an Educational Diagnostician/Psychologist and administer a battery of tests (IQ & Achievement) and/or re-evaluations of students. The instructor will supervise one of the two Full Individual Evaluations (FIE). Please document all activities on the Activity Log and then provide documentation in your portfolio. Do not use real student names. You may code with letters or numbers. Your Activity Log should track the documentation in your portfolio.
2. Develop a portfolio to include: but not limited to: a, b, c, d, e, f, & g.
   a. The original letter (copies will not be accepted) from the field supervisor on school district stationary and signed. **(20 points)** Late letters subtract 5 points.
   b. A list of activities during the practicum experience documented on the Activity Log. **(40 points)** Late Activity Logs subtract 10 points.
   c. Each student will demonstrate the administration of two IQ tests and two Achievement test. Bring test kits and protocols. Please consider teaming w/a classmate. If you are not teaming w/ a classmate, then you will be responsible for bringing a child to be evaluated. **(80 points)**
   d. Copies of re-evaluations, ARDs, protocols, assessments etc. developed by **you** should be placed in your Portfolio. **(120 points)** Remember, do not use student names, addresses or id numbers. Develop your own codes to track back to the Activity Log. Two Full and Individual (FIE) must be included in your Portfolio. **(120 points)** If late, final passing grade will not be awarded.
   e. Develop one TExES question for each of the Educational Diagnostician competency (a total of 5 questions). You may email your activity to bhroberts@pvamu.edu or beverly-hamilton@sbcglobal.net and place a hard copy and the disk (Microsoft Word) in your portfolio **(20 points)**. If late and/or not well edited, subtract 5 points. Remember use scenarios from your work experience. Do NOT use true names or other information that might identify individual students.
   f. Each student will orally present of a Full and Individual Evaluation (FIE) report in a mock ARD meeting, Part I of Final Examination. Please present a copy of the FIE to the instructor and place a copy in your portfolio (one of two FIE due). Another FIE will be placed into www.trueoutcomes.net. **(150 points)**
   g. Students are to pass an in-class practice Educational Diagnostician “TExES” Style Final, Part II of final Examination with a score of at least 85% **(50 points)** plus, students MUST register and take the next TExES test administered. **(Or provide documentation that you have taken and passed the state mandated test)**
   h. Candidates will read the assigned reading as stated by the university, present reflective journal writing and participate in a class discussion. **(20 points)**

5. Students are to attend all class meetings/review sessions as scheduled.

### Grading Matrix

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (Full &amp; Individual Evaluation (FIE) (see “f”))</td>
<td>3 FIEs at 50 points each</td>
<td>150</td>
</tr>
<tr>
<td>Activity Log (see “b”)</td>
<td>40 points</td>
<td>40</td>
</tr>
<tr>
<td>Exercises # 1 (see “a”) Letter from Supervisor</td>
<td>20 points</td>
<td>20</td>
</tr>
<tr>
<td>Exercise # 2 (see “h”) Review of Assigned Reading</td>
<td>20 points</td>
<td>20</td>
</tr>
<tr>
<td>Exercise # 3 (see “c”) Demonstrate the administration of two IQ Tests and two Achievement Test</td>
<td>20 points each</td>
<td>80</td>
</tr>
<tr>
<td>Exercise # 4 (see “e”) Present 5 TExES style questions w/answers</td>
<td>20 points</td>
<td>20</td>
</tr>
<tr>
<td>Portfolio (see “d”)</td>
<td>120 points</td>
<td>120</td>
</tr>
<tr>
<td>Final Exam (see “g”)</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>500</strong></td>
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</tbody>
</table>
Grade Determination:
A = 500 – 400pts;
B = 399 – 300pts;
C = 299 – 250pts;
D = 249 – 200pts;
F = 199pts or below

True Outcomes:
Three assignments (Artifacts) that you will upload in true outcomes are: 1 FIE, a letter from your supervisor, and 5 TExES styles questions with answers.

Course Procedures

Submission of Assignments:

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook)

Professional Organizations and Journals
Consider joining Texas Educational Diagnostician Association (TEDA)

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
Fabrication: use of invented information or falsified research.
Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents
will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

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**BIBLIOGRAPHY**

**Classic References**


**Contemporary References**


References for Cross-Battery Assessment

Journals
American Education Research Journal
Educational Researcher
ERIC Clearinghouse on Teacher Education
Exceptional Children
Journal of Black Psychology
Journal of Cross-Cultural Psychology
Journal of Educational Psychology
Journal of Negro Education
Journal of School Psychology
Journal of Special Education
Journal of Urban Education
Remedial and Special Education
Review of Educational Research
Teaching Exceptional Children

WEBSITES
Ask ERIC
http://ericir.syr.edu/
Disabilities web site
http://www.ldonline.org
Federal Resource Center for Special Education
http://www.dssc.org/frc/
Special Education and Inclusion Issues
http://www.ndss.org/
Special Education and Technology
http://glef.org
National Clearinghouse for Professionals in Special Education
http://www.specialedcareers.org/
National Information Center for Children and Youth with Disabilities
http://www.nichy.org
The Council for Exceptional Children
http://www.cec.sped.org/
State Board for Education Certification (SBEC)
More Websites: Below is a list of references to assist with professional growth. Some students have inquired about professional organizations. Please focus on the framework of Special Education. Some of the sites below are helpful when teachers are asking for support within the general education setting to meet the needs of all students.

U. S. Department of Education
- A Guide to the Individualized Education Program may be accessed through the ED.gov website at: [www.ed.gov/parents/needs/speced/iepguide/index.html#Preface](http://www.ed.gov/parents/needs/speced/iepguide/index.html#Preface)

National Dissemination Center for Children with Disabilities (NICHCY):
- Resources on IEPs are accessible through the NICHCY website at: [www.nichcy.org/resources/iep1.asp](http://www.nichcy.org/resources/iep1.asp)
Access the legal framework through the website at: [framework.esc18.net/](http://framework.esc18.net/)
For more detailed information regarding the Building Inclusive Schools Initiative, go to: [www.inclusivesupport.org](http://www.inclusivesupport.org)

Project Participate This site, designed for families, educators, administrators, and therapists, includes simple strategies for increasing the active participation of students with disabilities in school programs. [www.projectparticipate.org](http://www.projectparticipate.org)

National Center for Educational Outcomes (NCEO) NCEO focuses on issues that involve the participation of students with disabilities in national and state assessments, standards-setting efforts, and graduation requirements. Information about NCEO, its projects, research findings, on-line publications, and other related resources can be accessed from this site. [education.umn.edu/nceo/](http://education.umn.edu/nceo/)

Council for Exceptional Children (CEC) CEC provides extensive links for professionals and parents primarily in the areas of policy and legal issues. [www.cec.sped.org](http://www.cec.sped.org)

National Resource Center for Paraprofessionals in Education and Related Services (NRCP) NRCP provides resource materials and ordering information on topics relevant to paraeducators and those who supervise them. Documents must be ordered by mail. Topics relate to roles and responsibilities, administrative issues, and research. [www.nrcpara.org](http://www.nrcpara.org)

Circle of Inclusion The Circle of Inclusion web site is for early childhood teachers and families of young children with disabilities. This web site offers guidelines and strategies for including and monitoring young children, learning modules and activities on topics of inclusion, creative staff arrangements, and forms and other downloadable print material developed by demonstration programs. [www.circleofinclusion.org](http://www.circleofinclusion.org)

Texas Education Agency [www.tea.state.tx.us/special.ed/](http://www.tea.state.tx.us/special.ed/)
National Dissemination Center for Children with Disabilities (NICHCY) Resources on topics including behavior, emotional disturbance, autism: [www.nichcy.org](http://www.nichcy.org)

Texas Behavior Support Initiative [txbsi.org](http://txbsi.org)
Region 4 Psychological Services Resource Network [tvs.esc4.net](http://tvs.esc4.net)
National Center for Education Statistics [nces.ed.gov](http://nces.ed.gov)
IDEA Partnership [www.ideapartnership.org](http://www.ideapartnership.org)
Texas State Board of Examiners of Psychologists [www.tsbep.state.tx.us](http://www.tsbep.state.tx.us)
Professional Organizations:

- Texas Educational Diagnosticians Association (TEDA): www.txeda.org/
- Texas Professional Educational Diagnosticians Board of Registry, Inc (TPED): txeda.org/registry/index.html
- Houston Metropolitan Educational Diagnosticians Association (HOU-MET): houmet.org/
- Council for Exceptional Children: www.cec.sped.org/
- CEC - Council for Educational Diagnostic Services (CEDS): www.unr.edu/educ/ceds/
- Texas Association of School Psychologists (TASP): www.txasp.org/
- American Psychological Association: www.indiana.edu/~div16/index.html

Schedule of Activities –SPRING 2010

Week 1 ***Class Meeting - Introduction & Requirements of coursework; Pre-Test

Week 2 *** Class Meeting - Letter due from supervisor; demonstration of testing-IQ & Achievement

To be scheduled **Individual or Small Group Meetings - Highlights steps for the writing of FIE (3.0 hour sessions), please schedule one of the three dates w/instructor. Present interview data of an educational diagnostician or an LSSP.

To be scheduled ***Class Meetings - Discuss assigned reading, PACT and present 5 TExES style questions

To be scheduled **Individual Meetings - Demonstration of testing and writing FIEs

03/2010 *** Class Meeting - Oral Presentation of a FIE

04/2010 *** Class Meeting - Oral Presentation of a FIE

05/2010 Please placed a copy of the FIE into www.trueoutcomes.net. A review of Portfolio/Log by each student will start week one of May.

05/2010 ***Class Meeting - Final Examination-Part II; Final day to present Individual Portfolio/Log

*It must be noted the dates of above activities may be adjusted by the instructor. Days will be available for individualized support from instructor. Please contact me @ the above e-mail address or phone #s to schedule any individual training. We will also review the writing and presentation of IEPs and the role of each staff member in an ARD meeting. *You will record a copy of a FIE into www.trueoutcomes.net. If anyone wants to meet in Houston for individual activities, please conference w/instructor.

**You will be responsible for scheduling individual sessions with instructor.
*** All students are to be present for all class meetings. Please bring individual log to meetings, both group and individual to obtain my signature. There will be an ongoing review of logs. Include on your log clocked time devoted to reviewing websites and journals. Please make copies of all mailings from me to you - you to me and place in your communication session of your portfolio.

The point system for each item is located within the body of the syllabus.

Thank you for participating in the practicum program.

Beverly Hamilton Roberts
Instructor