

Texas A&M University-San Antonio
Department of Educator and Leadership Preparation
EDSE 5375 Special Education Assessment Practicum

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

Focuses on opportunities for gaining extensive field experience in the administration of standardized individual psychological and educational batteries to children and youth, ages 3-21. A minimum of 160 hours of field experience is required. This course may be repeated for credit if unable to meet the required hours of field experience in one semester. Practicum cannot be taken at the same time as EDSE 5374 and limited to students in the educational diagnostician program seeking certification.

B. LEARNING OBJECTIVES

Upon completion of this course, the learner will:

1. Discuss state and federal laws regarding special education assessment.
2. Utilize basic terminology used in assessment procedures and identify ethical considerations for assessment practices.
3. Use strategies and procedures responsive to the diverse backgrounds and specific disabilities of individuals in relation to evaluation, programming, and placement ensuring nonbiased results.
4. Collect data on various types of assessment instruments available for use by special educators and gather background information regarding academic, medical, and family history.
5. Administer academic assessments and conduct functional behavioral assessments and other formal/informal assessments and evaluations following established procedures and best practices.
6. Interpret information from formal and informal assessment instruments and procedures, including the interpretation of various types of scores, and use assessment and evaluation information to determine TEA eligibility for students with disabilities.
7. Apply knowledge of links between evaluation, goals and objectives and placement decisions through data analysis, report writing and recommendations and plan individual student programs following local, state, and federal regulations and procedures.
8. Use assessment information to help make instructional decisions and plan individual programs resulting in appropriate placement and intervention for all individuals with disabilities including those from culturally and/or linguistically diverse backgrounds.
9. Evaluate supports needed for access to the general curriculum and integration into various programs and environments.
10. Demonstrate effective professional communication and collaboration skills necessary for support of ethical and professional roles and responsibilities of the educational diagnostician, including collaboration with parents/guardians and other school/community personnel involved in the assessment of individuals with disabilities.

C. LECTURE OR DISCUSSION TOPICS

- Legal, Ethical & Professional Considerations
- Cultural & Linguistic Considerations
- Response to Intervention
- Evaluation & Intervention
- Observation
- Report Writing
- Eligibility Determination
- Individual Education Programs
- Program Review

D. REQUIRED OR RECOMMENDED READINGS

Dehn, M. J., Kaufman, A. S., & Kaufman, N. L. (2015). Essentials of Working Memory (Essentials of Psychological Assessment). John Wiley & Sons, Inc.

Flanagan, D. P., & Alfonso, V. C. (2017). Essentials of WISC®-V. John Wiley & Sons, Inc

Flannigan, D.P., Ortiz, S.O. & Alfonso, V.C. (2013). Essentials of Cross-Battery Assessment (3rd ed). Wiley.

Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016). Essentials of WJ IV™ Cognitive Abilities Assessment. John Wiley and Sons, Inc.