

# 2021 - 2022



## Program (ALP) - Educational Diagnostician MEd

**College or Division:** Education and Professional Studies

**Department:** Education

**Assessment Coordinator:** Dr. Lisa Sousa

**Strategic Plan Goal(s) Supported:** Strategic Goal 1 - Promote growth in academics - research - and artistic excellence

**Program Marketable Skills have been identified:** Yes

- Program Marketable Skills:**
1. Graduates will have research skills to apply in any field.
  2. Graduates will have oral and written communication skills to apply in any field.
  3. Graduates will have collaboration and leadership skills to apply in any field.
  4. Graduates will have a developed sense of ethics and social justice.

**Marketable Skills Dissemination Strategy:** To promote these skills, faculty will first make students aware by posting them in all course syllabus. The professors will provide students with models of oral and written communication, so they will understand the standards of effective communication. Students will be asked to reflect on evidences of these four marketable skills as they prepare their e portfolio of culminating course work.

**Statement of Purpose:** The mission of the Sul Ross State University's Educational Diagnostician Program is to prepare practitioners whose practice is grounded in scientific knowledge and focused on enhancing the socio-emotional and educational competence of school-age children.

- Graduate students will advocate to positively influence outcomes directly affecting the lives of the students, families, and schools we serve.
  - They will form collaborative relationships: with allied professionals, agencies, and others to develop and achieve shared goals.
  - They will embrace individual, cultural, and other contextual differences to shape students' development.
  - Graduate students will promote social justice using the highest standards for service delivery and resource deployment.
  - Graduate students will be student-centered by creating goals focused on the needs of students and their families.
  - Graduate students will demonstrate leadership with confidence and open to changes in best practice
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- Graduate students will develop skills in the assessment planning process.

## Annual Updates

### 2021 - 2022

**Evidence of Improvement from Previous Assessment Cycle:** SLO 1 focuses on the graduate student's ability to collect, analyze, interpret, and integrate multiple sources of information regarding the cognitive and scholastic development of pupils in order to assist parents and school personnel to make informed educational decisions regarding instructional needs which correlates with Domains 2 and 4 of the TExES Educational Diagnostician state competencies for certification. During the 2020-2021 school year the target was met for both SLO 1a and 1b. The SLO and curriculum were changed for the 2020-2021 school year. Based upon these changes, 100% of students achieved met or

achieve expectations for their manuscript analyzing evidence based practices for students with disabilities and 100% of achieved a satisfactory rating of 18 or higher with their administration of a nationally normed standardized test to assess students with disabilities a 10% increase from 2019-2020 school year).

SLO 2 focuses on the graduate student's ability to use knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence which correlates with Domains 2 and 3 of the TExES Educational Diagnostician state competencies for certification. During the 2020-2021 school year the target was met for both SLO 2a and 2b. The SLO and curriculum were changed for the 2020-2021 school year. Based upon these changes, 100% of students met or exceeded competency in their oral defense of their full individual evaluation against a rubric and 90% of students that generated an achievement report for dyslexia and dysgraphia met competency with 100% compliance in their report against a rubric.

SLO 3 focuses on the graduate student's demonstration of appropriate knowledge of legal, ethical, and professional policies, and practices which correlates with Domain three of the TExES Educational Diagnostician state competencies for certification. During the 2020-2021 school year the target was met for both SLO 3a and 3b. The SLO and curriculum were changed for the 2020-2021 school year. Based upon these changes, 80% of students received a score of 280 by their 3rd attempt for certify teacher ( a higher requirement than a score of 260 for 2019-2020 school year) and 100% of students met or exceeded competency for all 8 areas of competency associated their fieldwork.

Since targets were met for all student learning objectives, SLOs will not change for the 2021-2022 school year. This will be done to measure success of additional program changes which will increase the rigor of the program. Curriculum changes, peer review between students, additional case study analysis and peer-review journal participation will be introduced.

**Review History: Reviewer #1 Name, Date, and Comments:** Diana Rodriguez, 23 June 2021

Overall, the students for this reporting year are demonstrating their ability to understand and apply knowledge of student assessment, evaluation and instructional decision making. The written assignment for SLO 1 is supporting students with their ability to apply knowledge of Competency 2 (evaluation, planning, selection, and administration), Competency 4 (academic instruction and strategies), Competency 5 (functional skill instruction and strategies) and Competency 8 (analysis and response). On the TExES 253, for this academic year, students scored an average of 77% on Competency 2, 72.85% on Competency 4, 74.2% on Competency 5. Furthermore, the presentation for SLO 1, also supports students with Competency 2 as they practice administering a normed standardized test. Adding a focus to dyslexia, dysgraphia and dyscalculia analysis will give students more insight about the limitations of various types of assessment instruments and potential bias. Additionally, having students submit their manuscripts for professional peer review, scaffolds their ability to demonstrate knowledge of organizations and publications relevant to the field, which will improve Competency 7. The average on the state exam for Competency 7 was a 71.42%.

Regarding SLO 2, the Oral Presentation of the Full and Individual Evaluation (FIE) helped students to practice how to interpret, report and communicate the results. The students' knowledge of Competency 3 transferred favorably on the TExES 253 exam with an average of 88.57%. Competency 005 focuses on collaboration, so adding the peer review to the oral presentation should continue to help students with that skill.

Regarding SLO 3, based on the Certify Teacher exam data for the 153, students improved most in curriculum and instruction with a base line assessment score of 31% and a post assessment score of 62%. Students also demonstrated growth in collaboration and organization with a base line assessment score of 44% and a post assessment score of 76%. SLO #2 should help students continue to improve their curriculum and instructional practices as defined by Domain II.

Suggestion: Consider revising SLO 3 to "Each graduate student will demonstrate knowledge of identification and assessment; curriculum, instruction and intervention; and professional roles and responsibilities of an educational diagnostician". The current SLO only addresses domain III. However, in your use of results, you are analyzing all of the competencies on the CT exam.

You are doing a great job with developing Educational Diagnosticians. Thank you for your hard work and dedication.

**Review History: Reviewer #2 Name, Date, and Comments:** Sally Roche, June 9, 2022. This is a good report that identifies future action plans for enhancing student learning. Feedback emailed 6/9/2022.

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
<p><b>SLO 1</b> - Each graduate student will demonstrate the ability to collect, analyze, interpret, and integrate multiple sources of information regarding the cognitive and scholastic development of pupils in order to assist parents and school personnel to make informed educational decisions regarding instructional needs.</p> <p><b>Outcome Status:</b> Active <b>Start Date:</b> 08/23/2021</p>	<p><b>Written Assignment</b> - a. Students will complete a manuscript analyzing evidence based practices for intervention recommendations (ED 5325). <b>Target:</b> 90% of students will achieve "Met" or "Above Expectations" according to rubric. <b>Notes:</b> 100% of students that took ED 5325 achieved met or above expectations according to the rubric (Term:Summer,2020)</p>	<p><b>Reporting Period:</b> 2021 - 2022 <b>Conclusion:</b> Target Met 100% of students completing ED 5323 for Fall 2021 and Spring 2022 completed a psycho-educational report for achievement testing with 100% compliance. (05/27/2022)</p>	<p><b>Application of Results:</b> Based upon their performance with 100% acceptance rate of students' manuscript of peer review journal (this was volunteer), a "doctoral-ready" track will be incorporated into the program. This offers students the option of being doctoral ready for applications for PhD and EdD programs for leadership. The fact that these students met the rigor of peer review professional standards means that the class writing requirements hold the same rigor. (05/17/2022)</p>
	<p><b>Presentation/Performance</b> - b. Students will proficiently administer a nationally normed standardized test following protocol and procedures and submit as a video for evaluation using rubric. <b>Target:</b> 80% of students' video test administrations will be rated a 18 or higher on the rubric item related to this learning outcome. (18 = satisfactory on a scale of 1 to 25) *Rubric provided in related documents?</p>	<p><b>Reporting Period:</b> 2021 - 2022 <b>Conclusion:</b> Target Met Students had 5 opportunities to complete an evaluation with formative assessments. All students with the exception of one met competency for the class. This meets the 80% marker. (05/17/2022)</p>	<p><b>Application of Results:</b> While met, students had a great deal of difficulty maintaining timelines. Students were given opportunities for revision after editing changing the course from less summative assessment to more formative assessment. . Additional focus will be on typical type of summative exams (multiple choice etc.) to determine knowledge base of students. Additionally, web based assessment agreements have been made so that students have greater access to more standardized tests. iPad assessment will be part of the 2022-2023 academic year. (05/17/2022)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
<p><b>SLO 2</b> - Each graduate student will demonstrate the ability to use knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Start Date:</b> 08/23/2021</p>	<p><b>Oral Presentation/Defense to Committee - a.</b> Students will generate a Full Individual Evaluation (FIE) report for disability and orally defend findings as measured by a rubric</p> <p><b>Target:</b> 90% of student reports will “meet” or “exceed competency” by explaining all components of the Full and Individual Evaluation and reporting findings with 100% compliance against a rubric. (ED 7318)</p>	<p><b>Reporting Period:</b> 2021 - 2022</p> <p><b>Conclusion:</b> Target Met</p> <p>100% of students met or exceeded competency in their oral defense of their full individual evaluation against a rubric. (05/12/2021)</p>	<p><b>Application of Results:</b> 90% of students met the competency of the FIE and oral defense for the Fall 2021 and Spring 2022 semester. One person was unethical and received a failing grade for the course due to plagiarism of his FIE and defense. The program in the fall will be requiring all students to complete an FIE within the district of their practicum. This is addressed in the practicum handbook and district site supervisor training. Students will complete a district evaluation by administering all standardized tests, analyzing the results, providing a technical report and completing an oral defense through peer review of the evaluation. (05/12/2022)</p>
	<p><b>Oral Presentation/Defense to Committee - b.</b> Students will generate an achievement report for dyslexia and dysgraphia evaluation as measured by rubric.</p> <p><b>Target:</b> 90% of student reports will “meet” or “exceed competency” by explaining all components of the Achievement Report (ADA 504) and reporting findings with 100% compliance against a rubric. (ED 5323)</p>	<p><b>Reporting Period:</b> 2021 - 2022</p> <p><b>Conclusion:</b> Target Met</p> <p>90% of students that generated an achievement report for dyslexia and dysgraphia met competency with 100% compliance in their report against a rubric. (05/12/2021)</p>	<p><b>Application of Results:</b> For the 2021-2022 school year, 100% of students met competencies associated with the dyslexia/dysgraphia report. Students required a great deal of instruction on formative assessment and at times had difficulty generalizing outcomes between ADA 504 identification and disabilities associated with special education services. Peer review process was incorporated. However, students could not get beyond "good job" focused comments. A more stringent rubric will be employed which will</p>

*Student Learning Outcomes*

*Assessment Methods*

*Results*

*Application of Results*

include: link between ability and achievement; TEA definition of dysgraphia and dyslexia given; informal assessment provided; triangulation of data; background data utilized in final summary; framework followed for dysgraphia/dyslexia identification; overall quality of report free of written and grammatical errors. Additional course materials will be incorporated and report analysis activities will be provided in the course for students to achieve learning objectives. (05/12/2021)

**SLO 3** - Each graduate student will demonstrate appropriate knowledge of legal, ethical, and professional policies, and practices  
**Outcome Status:** Active  
**Start Date:** 08/23/2021

**Certification Exam** - Summative Instrument: Certify Teacher Practice Exam #253  
Certify Teacher Practice Exam for TExES exam #253 for Educational Diagnosticians

**Reporting Period:** 2021 - 2022  
**Conclusion:** Target Not Met  
20% did not receive a score of 280 by their 3rd administration. All did, however, pass the exam with a 240. (05/12/2021)

**Application of Results:** While all students passed certify teacher and received a score of 240. Approximately 15% to 20% did not receive a score of 280. This requirement is going to be moved to ED 5306, before the student's practicum to insure they have the necessary skills to complete their practicum. (05/12/2022)

**Target:** 80% of students in Practicum, ED 7318, will receive a score of 280 by third attempt for exemplary status and recommendation for testing.

**Supervisor Evaluation** - b. Students will meet or exceed all 8 of the associated competencies associated with the educational diagnostician certification for the 3rd university supervisor evaluation and

**Reporting Period:** 2021 - 2022  
**Conclusion:** Target Not Met  
One student was failed from practicum due to unethical behavior. (05/12/2022)

**Application of Results:** There is an ethics clause that will be incorporated into the program (05/12/2022)

*Student Learning  
Outcomes*

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*Results*

*Application of Results*

observation.

**Target:** 80% of University Supervisor Final Evaluations for students will be rated as “met competency” or “exceeds competency” on the rubric performance matrix addressing all four domains for TExES #253 test (ED 7318).