CEC Advanced Specialty Set: Educational Diagnostician Specialist

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| **ADVANCED Standard 1 - Assessment** |
| **Knowledge** |
| SEDS.1.K1 | Standards of reliability and validity related to individual test measurements |
| SEDS.1.K2 | Procedures used in standardizing assessment instruments |
| SEDS.1.K3 | Standard error of measurement related to individual test measures |
| SEDS.1.K4 | Use of formative, ongoing curricular and behavioral assessments |
| SEDS.1.K5 | Uses and limitations of achievement assessment measures and results |
| SEDS.1.K6 | Uses and limitations of cognitive assessment measures and results |
| SEDS.1.K7 | Uses and limitations of communication and language assessment measures and results |
| SEDS.1.K8 | Uses and limitations of motor skills assessment measures and results |
| SEDS.1.K9 | Uses and limitations of social, emotional and behavior assessment measures and results |
| **Skills** |  |
| SEDS.1.S1 | Select formal and informal assessment instruments that contribute to the development of a comprehensive learner profile |
| SEDS.1.S2 | Administer and score assessments and interpret results with fidelity |
| SEDS.1.S3 | Analyze error patterns |
| SEDS.1.S4 | Develop comprehensive assessment reports that outline strengths and areas of needed support for learners |
| SEDS.1.S5 | Utilize assistive technology in the assessment process as needed |
| SEDS.1.S6 | Recommend accommodations and modifications based on assessment results |
| SEDS.1.S7 | Review progress monitoring data to evaluate and revise individual goals, accommodations, and/or modifications as needed |
| **ADVANCED Standard 2 – Curricular Content Knowledge** |
| **Knowledge** |
|  | None in addition to knowledge and skills specified by the Advanced Common Specialty Items (ACSI) Specialty Set.  |
| **Skills** |  |
|  | None in addition to knowledge and skills specified by the Advanced Common Specialty Items (ACSI) Specialty Set.  |
| **ADVANCED Standard 3: Programs, Services, and Outcomes**  |
| **Knowledge** |
| SEDS.3.K1 | Assessment procedures that address the variability of individuals within each category of disability. |
| SEDS.3.K2 | Over and underrepresentation of individuals with cultural and linguistic diversity referred for assessment |
| **Skills** |
| SEDS.3.S1 | Synthesize information from multiple perspectives in developing a program assessment plan |
| SEDS.3.S2 | Consider the learning characteristics of individuals with exceptionalities when recommending programs and services |
| **ADVANCED Standard 4: Research and Inquiry** |
| **Knowledge** |
| SEDS.4.K1 | Best practices in research-based assessment |
| SEDS.4.K2 | Resources and methods that address student learning, rates, and strategies |
| **Skills** |
| SEDS.4.S1 | Evaluate assessment methods based upon recommended best practices |
| **ADVANCED Standard 5: Leadership and Policy** |
| **Knowledge** |
| SEDS.5.K1 | Laws and policies related to assessing individuals with exceptional learning needs |
| SEDS.5.K2 | Emerging issues and trends that influence assessment |
| SEDS.5.K3 | Implication of multiple factors that influence the assessment process |
| SEDS.5.K4 | Models, theories, and philosophies that form the basis of assessment |
| SEDS.5.K5 | Issues in general and special education that affect placement decisions for individuals with exceptional learning needs |
| **Skills** |
| SEDS.5.S1 | Design and evaluate procedures for participation in school, system, and statewide assessments |
| **ADVANCED Standard 6: Professional and Ethical Practice**  |
| **Knowledge** |
| SEDS.6.K1 | Qualifications to administer and interpret test results |
| SEDS.6.K2 | Professional organizations and resources relevant to the field of educational diagnosticians |
| SEDS.6.K3 | Ethical considerations relative to assessment |
| **Skills** |
| SEDS.6.S1 | Maintain individual privacy and confidentiality |
| SEDS.6.S2 | Keep current through professional development activities |
| SEDS.6.S3 | Cite all sources of reported information |
| SEDS.6.S4 | Inform individuals of the purpose of evaluation and timelines for completion |
| SEDS.6.S5 | Provide assessment results in a clear, cohesive, and timely manner |
| **ADVANCED Standard 7: Collaboration** |
| **Knowledge** |
|  | None in addition to knowledge and skills specified by the Advanced Common Specialty Items (ACSI) Specialty Set.  |
| **Skills** |  |
| SEDS.7.S1 | Communicate with team members to determine assessment needs and to review assessment results |
| SEDS.7.S2 | Assist teachers with interpreting data, including large-scale and individual assessments |