

**WAYLAND BAPTIST UNIVERSITY**

 **LUBBOCK CAMPUS SCHOOL OF EDUCATION**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

**Course Title and Number:** **EDSP 5353 – *Internship in Educational Diagnostics***

**Term: Winter/Spring 2019-2020** Educational Diagnostician Internship is a one semester commitment. Interns will report to the assigned placement location as designated by the Director of Student Teachers and the Special Education Supervisor.

**Name of Instructor:** **Diane Broome**

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### OFFICE HOURS: by appointment only

**Class Meeting Time and Location:** TO BE DETERMINED

***PLEASE CONTACT*** ***dianebroome@hotmail.com*** ***PREVIOUS TO THE BEGINNING OF THE SEMESTER***

**Catalog Description:**

Educational Diagnostician Internship is the culminating field experience and one-semester apprenticeship served at the end of the preparation program. The intern works with a licensed professional educational diagnostician in a testing setting with a minimum of six (6) weeks of full responsibility in the testing environment. The intern experiences the daily routine of planning, administering, scoring, and report writing of diagnostic tests in preparation for determining student eligibility for special education. During this experience, interns will prepare an electronic portfolio, hone skills of test administration, prepare to enter the job market, and complete the requirements for professional licensure.

**Prerequisites:** Completion of all core curriculum courses

**Required Textbook(s) and/or Resource Material:** Legal Framework; ESC Region 18

**Optional Materials:** Other materials will be provided by the instructor

**Course Outcome Competencies:** Internship is the last screening process in educational diagnostician preparation at Wayland Baptist University. The experience offers the individual an opportunity to make the transition from life as a college student to the role of a diagnostician. Under the supervision of an experienced certified educational diagnostician and a university supervisor, the student intern can develop effective testing skills. Through open discussion, constructive criticism, and suggestions, the intern can recognize areas for personal growth in his/her testing performance. To complete the requirements for an educational diagnostician certificate, the intern is placed in a public school for one semester. For the first week, the intern will observe the testing styles of the cooperating educational diagnostician and other diagnosticians and assist in the testing environment. He/She will assume the same daily testing as the educational diagnostician intern including extra-curricular activities. The intern will gradually assume the testing responsibilities during the semester. In addition, the intern will develop an electronic portfolio to showcase the attainment of knowledge, skills, and dispositions necessary to enter the profession of educational diagnostician. The intern will include in the portfolio demonstrated evidence of best practices in educational testing to share with peers, cooperating educational diagnosticians, university supervisors, and potential employers.

**Attendance Requirements:** *There are NO recognized "cuts" or excused absences in educational diagnostician internship.*

**Disability Statement:** “In compliance with the *Americans with Disabilities* Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806)291-3765. Documentation of a disability must accompany any request for accommodations.”

(Policy 9.4.1.AttA) revised 4/6/09

**Course Requirements and Grading Criteria:**

**Professionalism is a key component to being an effective educational diagnostician, and this semester is an opportunity to demonstrate professionalism. Professionalism will be expected at all times. Appropriate language and restraint from verbal attacks upon those who supervise your experience is a minimum requirement. Courtesy and kindness is the norm for those who participate in the educational diagnostician internship. This component will be evaluated based upon the Teacher Education Code of Conduct, the perspective of the University Supervisor, and your actions. Additionally, because it is so important for educational diagnosticians to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on content, appropriate format, construction, and mechanics. The intern will attend all mandatory seminars, read all assigned materials, complete all assignments, adhere to the requirements and responsibilities for educational diagnostician interns, and meet all the due dates as assigned by the University Supervisor or the Director of Student Teaching.**

1. At least 4 achievement protocols from previous class: such as WJ-IV; WIAT-III; KTEA-3.- 50 points
2. At least 4 complete cognitive protocols from previous class giving ALL subtest which are available for processing areas. – 50 points
3. Write a practice FIE report, including the eligibility report on previously given cog/ach or from Broome- 100 points
4. 4 Observations of the diagnostician or other related service providers (with approval) of testing, staffings, arena assessments, 50 points
5. Complete 5 ARD/IEP minutes – taking minutes as if you are the official minutes- taker of the ARD/IEP meeting – 50 points
6. Schedule 5 ARD/IEP meetings including schedule with the principal and notifying all involved; including the ARD notices to parents **–** 50 points
7. Open book / group test – 50 points
8. New cognitive, achievement testing and complete FIE, including eligibility report- **OR** from information provided from Broome 200 points
9. Reflective paper on what has been observed / learned over the semester. What would you do different? What did you like? What did you learn from this semester? 50 points
10. Self – Evaluation – 50 points
11. Present your assessment and report to the class - #8. Just like you were in an ARD/IEP meeting with parents. – 100 points
12. Portfolio of class materials, organized – 100 points
13. Hourly documentation (160 hours)– 100 points

**Tentative Schedule (Calendar, Topics and Assignments):** **SUGGESTED TIMELINE (One Semester Rotation)**

The following time line is suggested for completion of the responsibilities for educational diagnostician intern. Cooperating educational diagnosticians should feel free to introduce more responsibilities sooner in the event that an intern can handle more. Therefore, depending on the readiness of the intern, the following is offered as a suggested timeline for the internship experience. Students have had from 60 to 100+ hours in testing environments prior to internship. Therefore, they are ready to begin without an extensive observation period. Naturally, each intern as an individual has different needs and levels of confidence. Each intern should begin testing as soon and as much as possible. It is the role of the cooperating educational diagnostician to determine how fast the intern should progress.

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| **Full Semester** | **All in the same location** |
| Week 1 | Observation and preparation |
| Week 1Date: \_\_\_\_\_\_\_ | Observation – Assisting with testing routine, arranging testing materials, inputting data for analysis, assisting with making recommendations based on test results, participating in discussion of test results, taking notes during the testing session, compiling data for the final test reports, becoming familiar with building administrative office and personnel, attending faculty meetings and school functions, planning testing sessions, and working with individual students or small groups.**Interns are required to make a minimum of four (4) observations of educational diagnosticians other than the cooperating educational diagnostician. The cooperating educational diagnostician should assist whenever possible in making the arrangements for observations of other teachers or diagnosticians.** |
| Week 2-4Date: \_\_\_\_\_\_\_\_ | Transition – In the transition, the intern gradually assumes responsibility by preparing adequately, displaying individualism in test administration, memorization of testing rules and regulations, report writing, creation of goals and objectives as they relate to the testing results, coping with the individual differences of students, developing flexibility in meeting situations by anticipating problems and planning varieties of actions, accepting constructive criticism and coaching, striving for self-improvement, cooperating professionally with fellow teachers, attaining greater poise and self-confidence through attention to mannerisms, initiative, dependability, punctuality, good grooming, and dress, having a good sense of humor, participating in extracurricular and co curricular programs such as faculty meetings, ARD meetings, teacher parent conferences, and student activities.**The normal testing load for interns depends upon such factors as: student capabilities, number of students awaiting evaluation, and availability of testing times. Usually the intern begins by administering one test to one student, and gradually increases over time with experience. Testing responsibilities are gradually added.** |
| Week 5-10Date: \_\_\_\_\_ | Assume full responsibility for all testing responsibilities for six (6) week |
| Week 11 – 14Date: \_\_\_\_\_\_\_\_ | Reduce full time responsibilities in testing setting and reverse the transition process. |
| Week 15 - 16Date: \_\_\_\_\_\_\_\_ | Continue the transition process so that at the end of week 14, the cooperating educational diagnostician regains full responsibility of the classroom. |

Students should consult with University Supervisors for instructions in changing the Suggested Timelines.

**Personal Responsibilities of the Educational Diagnostician Intern**

1. The intern is expected to maintain standards of dress and appearance that do not detract from the purpose of the assignment. Extremes in hair styling and fashion should be avoided. The intern’s dress and manner must conform to the established policies of local school authorities. Implied in this description are the qualities of good posture, calmness, dignity, forcefulness, and a professional demeanor. The dress of the intern is to conform to the expectations of the local school campus and the expectations set forth in the faculty and district handbooks.
2. The educational diagnostician intern is embarking on the initial steps of a proud profession. Examples of dedication to this profession include exhibiting moral and ethical obligations to students, cooperating with the educational diagnostician and school, and accepting the intern duties as the primary obligation during the practicum. Both effort and achievement are indicated clearly in the evaluation of an intern. Just as in evaluating children's performance on an evaluation, both effort and achievement are appraised. One's enthusiasm indicates enjoyment of diagnostic testing.
3. Attendance during internship is imperative**. *There are NO recognized "cuts" or excused absences in educational diagnostician internship.*** Absences from assignment may be authorized by the ***university supervisor*** for reasons of personal illness, death, or emergency in the immediate family of the intern. However, absences must be made up at the end of the internship period. In the event the intern finds absence from an assignment to be unavoidable, the educational diagnostician intern must notify the (1) cooperating educational diagnostician and (2) university supervisor **at the earliest possible time.**  Weddings, vacations, graduations, and other such functions are not valid excuses for being absent from internship. **ALL ABSENCES MUST BE MADE UP – The requirement for internship is a full semester commitment. Furthermore, interns must complete the Absentee Form for Interns for each absence.**
4. **Periodically, the university supervisor and/or the Director of Student Teaching will hold small group seminars with all interns. *Attendance at all seminars is mandatory.***
5. **Conform to the time schedules and school calendar of the local school district and attend all faculty meetings, PTA meetings, ARD meetings and any activities required of the cooperating educational diagnostician. *(If the cooperating educational diagnostician has to be there, so does the intern!)***
6. **Satisfactory completion of the Internship requires each student to present a Capstone Experience portfolio. This presentation will include the compilation of all collected testing documents, as well as a PowerPoint slide show that will address the highlights of this Internship experience.**

###### The Observation Period

1. During the first week of the semester, the intern is to observe the assigned cooperating educational diagnostician and become familiar with his/her schedule, testing styles, behavior management, and students. **Interns are required to make a minimum of four (4) observations of educational diagnosticians other than the cooperating educational diagnostician.**  The cooperating educational diagnostician should assist whenever possible in making the arrangements for observations of other diagnosticians**. Each observation is to be summarized in writing, as stated in the educational diagnostician intern journal guide. (see Observation Report for Required Visits in the appendix)**

2. During the observation period, the intern handles such duties as:

* 1. Assisting with testing routine: preparing testing environment, sharpening pencils, arranging test materials, and assisting the licensed professional in any way possible.
	2. Becoming familiar with the rules for administering each test, focusing particularly on the time constraints involved, specific rules for reading scripted portions of the test, items needed for each test individually, and how all of these mechanisms work together during the actually testing process.
	3. Read and memorize testing manuals, paying particular attention to the legal aspects of administering tests appropriately and within the specified guidelines.
	4. Honing skills for communicating with the students such as: learning their names, important information about each child, and developing a professional relationship with the students.
	5. Becoming familiar with the administrative personnel at the school and learning the operational rules for that particular setting.

**The Testing Experience**

1. In the transition from observation to actual testing, the Intern gradually assumes responsibility by:
	1. preparing adequately
	2. displaying individualism in testing
	3. employing available instructional materials
	4. coping with the individual differences of students
	5. developing flexibility in meeting situations by anticipating problems and planning varieties of actions
	6. accepting constructive criticism and coaching
	7. striving for self-improvement
	8. cooperating professionally with fellow diagnosticians
	9. attaining greater poise and self-confidence through attention to mannerisms, initiative, dependability, punctuality, good grooming, and dress
	10. having a good sense of humor
	11. participate in extracurricular and co-curricular programs such as faculty meetings, ARD/IEP meetings, teacher-parent conferences and student activities.

2. The normal testing load for Interns depends upon such factors as: student capabilities, number of students available for testing, and scheduled ARD meetings. Usually the Intern **begins** with a ***single test administration*** and continues to work with that test until it is considered mastered by the Intern. Testing responsibilities are gradually added until a ***full work load*** for a ***minimum period of one semester*** can be assumed.

**The Intern as a Member of the Educational Diagnostician Profession**

The Intern must:

1. function as a part of the total school faculty
2. meet and talk with students, faculty members, administration, and parents on an individual or groups basis
3. conform to the time schedule and school calendar of the local school district
4. use good oral and written communication
5. use time efficiently for planning, testing, ARD/IEP meetings, and/or student conferences, etc.
6. recognize, understand, and utilize the supporting services provided by the school system
7. refrain from disclosure of confidential information about students and/or colleagues
8. refrain from infractions of the Code of Ethics of the Testing Profession and use the Best Practice model when assessing students
9. be a reflective educational diagnostician, evaluate personal test administration performance, and strive to continually learn and improve

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

ATTENDANCE POLICY:

* Attendance during Internship is imperative**. *There are NO recognized "cuts" or excused absences in Internship.*** Absences from assignment may be authorized by the ***university supervisor*** for reasons of personal illness, death, or emergency in the immediate family of the Intern. However, absences must be made up at the end of the Internship period. In the event the student finds absence from an assignment to be unavoidable, the Intern must notify the (1) cooperating educational diagnostician and (2) university supervisor **at the earliest possible time.**  Weddings, vacations, graduations, and other such functions are not valid excuses for being absent from Internship. **ALL ABSENCES MUST BE MADE UP – The requirement for Internship is a full semester commitment. Furthermore, Interns must complete the Absentee Form for Educational Diagnostician Interns for each absence.**
* **Periodically, the university supervisor and/or the Director of Student Teaching will hold small group seminars with all Interns. Attendance at all seminars is mandatory*.***
* **Conform to the time schedules and school calendar of the local school district and attend all faculty meetings, PTA meetings and any activities required of the cooperating educational diagnostician. *(If the cooperating educational diagnostician has to be there, so does the Intern!)***

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

### PERSON WITH DISABILITIES: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

\****Required by Southern Association of Colleges and Schools Commission on Colleges***