



Academic year 2024-2025
Certificate in Education Diagnostician - NDGD-AEDG Learning Outcomes

Student Learning Outcome 1

The following Learning Outcome aligns with the components of the Texas Administrative Code (TAC) Standard III and includes some components of that standard.

Learning Outcome: Candidates demonstrate the capacity to promote the current and future success and well-being of exceptional learners by analyzing the of any causes and concerns pertinent to the exceptionality of any exceptional learner (including those from diverse populations)


MEASURES	RESULTS	ACTIONS										
<p>Assessment 1</p> <p>Assessment 1: Rubric Row 4 for Week 2 Assignment in SPED 5301 Survey of Exceptional Learners course</p> <p>This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the Texas Administrative Code standard III. The focus of this assessment is on having graduate students apply their understanding of how language, culture, and family background influences the learning of diverse learners with exceptionalities.</p> <p>Texas Administrative Code Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel. 2) The educational diagnostician is able to: (E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers; (F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments; (G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities.</p> <p>Direct - Assignment</p> <p><i>Survey of Exceptional Learners: SPED 5301</i></p> <p>Target</p> <p>90% of students will meet mastery level expectations: Rubric Level 3 or 4.</p>	<p>MET</p> <p>Assessment 1</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>95%</td></tr><tr><td>Not Met:</td><td>5%</td></tr><tr><td>Met Total:</td><td>95%</td></tr><tr><td>Not Met Total:</td><td>5%</td></tr></table> <p>Analysis</p> <p>The percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #1. Results indicate that at all but one of the data points more than 90% of the students met mastery expectations on both criteria (fall 2024). The SPED 5301Week 4 assignment was updated for the Fall of 2024. Graduate students are now required to work with actual students in this assignment instead of creating hypothetical scenarios. The decision to increase the rigor resulted from last year's analysis of this assignment in which more than 90% of the students performed with 96 - 97% proficiency on the 2024-2025 report for Data Point #2.</p>	0%	100%	Met:	95%	Not Met:	5%	Met Total:	95%	Not Met Total:	5%	<p>Maintain Assessment Strategy</p> <p>The results indicate that with respect to the learner outcome based on the Texas Administrative Code (TAC) Standard III, our program is being addressed at high levels of proficiency.</p> <p>The plan for 2025-2026 will be to continue to assess this standard on how language, culture, and family background influences the learning of diverse learners with exceptionalities. We will keep the candidate proficiency requirement at 90%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.</p>
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<p>Assessment 2</p> <p>Assessment 2: Rubric Row 5 for the Week 4 Assignment in SPED 5301 Survey of Exceptional Learners</p> <p>This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the Texas Administrative Code standard III. The focus of this assessment is on having graduate students apply their understanding of how language, culture, and</p>	<p>MET</p> <p>Assessment 2</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>98%</td></tr><tr><td>Not Met:</td><td>2%</td></tr></table>	0%	100%	Met:	98%	Not Met:	2%	<p>Maintain Assessment Strategy</p> <p>The results indicate that with respect to the learner outcome based on the Texas Administrative Code (TAC) Standard III, our program is being addressed at high levels of proficiency.</p> <p>The plan for 2025-2026 will be to continue to assess this standard on how language, culture, and family background influences the learning of diverse learners with exceptionalities. We will keep the candidate proficiency requirement at 90%. Faculty will assess and update assignments as needed to</p>				
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<p>family background influences the learning of diverse learners with exceptionalities.</p> <p>Texas Administrative Code Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel. 2) The educational diagnostician is able to: (E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers; (F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments; (G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities.</p> <p>Direct - Assignment</p> <p><i>Survey of Exceptional Learners: SPED 5301</i></p> <p>Target</p> <p>90% of students will meet mastery level expectations: Rubric level 3 or 4.</p>	<p>Met Total: 98%</p> <p>Not Met Total: 2%</p> <p>Analysis</p> <p>The percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #1.</p> <p>Results indicate that at all but one of the data points more than 90% of the students met mastery expectations on both criteria (fall 2024). The SPED 5301Week 4 assignment was updated for the Fall of 2024. Graduate students are now required to work with actual students in this assignment instead of creating hypothetical scenarios. The decision to increase the rigor resulted from last year's analysis of this assignment in which more than 90% of the students performed with 96 - 97% proficiency on the 2024-2025 report for Data Point #2.</p>	<p>increase depth of focus on stated learning outcomes. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.</p>
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Student Learning Outcome 2

The following Learning Outcome aligns with the components of the Texas Administrative Code Standard VI (2) and includes some components of that standard.

Learning Outcome: Candidates who successfully complete a master's degree in special education, educational diagnostician concentration is able to effectively utilize, understand and demonstrate the ability to select appropriate assessment instruments for assessing/diagnosing children based upon their individual needs, score the assessment, complete a comprehensive report, and maintain the assessment reports.

MEASURES	RESULTS	ACTIONS
<p>Assessment 1</p> <p>Assessment 1: Rubric row 14 for the Module 2 assignment: Administer, Score and Interpret the Woodcock-Johnson, Test of Achievement (WJ-IV) Protocols in SPED 5321, Test Administration and Interpretation</p> <p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standard VI (2) required for the Educational Diagnostician Certificate. The focus of this assessment is to have the student demonstrate the ability to appropriately administer assessment instruments, demonstrate the ability to score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p> <p>Texas Administrative Code Standard VI: The educational diagnostician selects,</p>	<p>MET</p> <p>Assessment 1</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 90%</p> <p>Not Met: 10%</p> <p>Met Total: 90%</p> <p>Not Met Total: 10%</p> <p>Analysis</p> <p>Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2</p>	<p>Maintain Assessment Strategy</p> <p>For the 2025-2026 academic year, the candidate proficiency requirement will remain at 85%. Faculty will assess and update assignments to increase depth of focus on stated learning outcomes. A careful assessment of the assignment and rubric will be completed to determine to accuracy and clarify of the directions and rubric. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p>

<p>administers, and interprets appropriate formal and informal assessments and evaluations. (2) The educational diagnostician is able to: (B) select and use assessment and evaluation materials based on technical quality and individual student needs;(C) score assessment and evaluation instruments accurately; (D) create and maintain assessment reports.</p> <p>Direct - Assignment</p> <p><i>Practicum Test Admin Interpret: SPED 5321</i></p> <p>Target</p> <p>90% of Candidates will meet mastery level expectations: Rubric level 3 or 4.</p>										
<p>Assessment 2</p> <p>Assessment 2: Rubric row 14 for the Module 3 assignment: Administration of the WJ IV Cog Protocols in SPED 5321, Test Administration and Interpretation</p> <p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standard VI (2) required for the Educational Diagnostician Certificate. The focus of this assessment is to have the student demonstrate the ability to appropriately administer assessment instruments, demonstrate the ability to score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p> <p>Texas Administrative Code Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations. (2) The educational diagnostician is able to: (B) select and use assessment and evaluation materials based on technical quality and individual student needs;(C) score assessment and evaluation instruments accurately; (D) create and maintain assessment reports.</p> <p>Direct - Assignment</p> <p><i>Practicum Test Admin Interpret: SPED 5321</i></p> <p>Target</p> <p>90% of Candidates will meet mastery level expectations: Rubric Level 3 or 4.</p>	<p>MET</p> <p>Assessment 2</p> <p>■ Met ■ Not Met</p>  <table><tr><td>Met:</td><td>96%</td></tr><tr><td>Not Met:</td><td>4%</td></tr><tr><td>Met Total:</td><td>96%</td></tr><tr><td>Not Met Total:</td><td>4%</td></tr></table> <p>Analysis</p> <p>Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.</p>	Met:	96%	Not Met:	4%	Met Total:	96%	Not Met Total:	4%	<p>Maintain Assessment Strategy</p> <p>For the 2025-2026 academic year, the candidate proficiency requirement will remain at 85%. Faculty will assess and update assignments to increase depth of focus on stated learning outcomes. A careful assessment of the assignment and rubric will be completed to determine to accuracy and clarify of the directions and rubric. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p>
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Not Met:	4%									
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<p>Assessment 3</p> <p>Assessment 3: Rubric row 1 for the week #6 FIE assignment in SPED 5322, Practicum for Educational Diagnosticians</p>	<p>MET</p> <p>Assessment 3</p> <p>■ Met ■ Not Met</p> 	<p>Maintain Assessment Strategy</p> <p>For the 2025-2026 academic year, the candidate proficiency requirement will remain at 85%. Faculty will assess and update assignments to increase depth of focus on stated learning outcomes. A careful assessment of the assignment and rubric will</p>								


<p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standard VI (2) required for the Educational Diagnostician Certificate. The focus of this assessment is to have the student demonstrate the ability to appropriately administer assessment instruments, demonstrate the ability to score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p> <p>Texas Administrative Code Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations. (2) The educational diagnostician is able to: (B) select and use assessment and evaluation materials based on technical quality and individual student needs;(C) score assessment and evaluation instruments accurately; (D) create and maintain assessment reports.</p> <p>Direct - Assignment</p> <p><i>Practicum Educational Diagnostcn: SPED 5322</i></p> <p>Target</p> <p>90% of Candidates will meet mastery level expectations: Rubric Level 3 or 4.</p>	<div><div></div><div>0%100%</div></div> <table><tr><td>Met:</td><td>94%</td></tr><tr><td>Not Met:</td><td>6%</td></tr><tr><td>Met Total:</td><td>94%</td></tr><tr><td>Not Met Total:</td><td>6%</td></tr></table> <p>Analysis</p> <p>Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.</p>	Met:	94%	Not Met:	6%	Met Total:	94%	Not Met Total:	6%	<p>be completed to determine to accuracy and clarify of the directions and rubric. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p>
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Not Met:	6%									
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Not Met Total:	6%									


Student Learning Outcome 3

Assessing Student Knowledge. It is crucial that as professionals Educational Diagnosticians are able to properly assess the students with whom they will be working in various areas of achievement. The following Learning Outcome aligns with the components of the Texas Administrative Code Standard V and includes some components of that standard.

Learning Outcome: Candidates who successfully complete a master's degree in special education, educational diagnostician concentration are able to effectively utilize, understand and demonstrate the ability to appropriately administer assessment instruments to determine the presence of an education need.

MEASURES	RESULTS	ACTIONS
<p>Assessment 1</p> <p>Assessment 1: Total score for the Module 3 assignment: Administer, Score and Interpret the Woodcock-Johnson, Cognitive Test (WJ-IV) Protocols in SPED 5321, Test Administration and Interpretation</p> <p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standards Required for the Educational Diagnostician Certificate. The focus of these various psychometric assessment is that the candidate will demonstrate the ability to correctly administer different assessment instruments that are used in school and/or districts. By following testing</p>	<div><div><div><div><div></div><div>MET</div></div><div>Assessment 1</div><div><div>Met</div><div>Not 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<p>administration directions in the psychometric assessment. These assessments include psychometric normed assessments in achievement, cognition, and oral language.</p> <p>Texas Administrative Code Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. (2c): The educational diagnostician is able to: use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.</p> <p>Direct - Assignment</p> <p><i>Practicum Test Admin Interpret: SPED 5321</i></p> <p>Target</p> <p>90% of Candidates will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<p>The data indicate that the benchmark was exceeded. This was a new goal for the last reporting period. The data will continue to be analyzed to see if patterns emerge across reporting periods.</p>	<p>as this is crucial to the success of the students.</p>								
<p>Assessment 2</p> <p>Assessment 2: Total score for the Module 4 and 5 assignments: Administer, Score and Interpret the Woodcock-Johnson, Test of Achievement (WJ-IV) and Woodcock-Johnson, Cognitive Test Protocols in SPED 5321, Test Administration and Interpretation</p> <p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standards Required for the Educational Diagnostician Certificate. The focus of these various psychometric assessment is that the candidate will demonstrate the ability to correctly administer different assessment instruments that are used in school and/or districts. By following testing administration directions in the psychometric assessment. These assessments include psychometric normed assessments in achievement, cognition, and oral language.</p> <p>Texas Administrative Code Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. (2c): The educational diagnostician is able to: use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.</p> <p>Direct - Assignment</p> <p><i>Practicum Test Admin Interpret: SPED 5321</i></p> <p>Target</p> <p>90% of Candidates will meet mastery level expectations.</p>	<p>MET</p> <p>Assessment 2</p> <p>■ Met ■ Not Met</p>  <table><tr><td>Met:</td><td>85%</td></tr><tr><td>Not Met:</td><td>15%</td></tr><tr><td>Met Total:</td><td>85%</td></tr><tr><td>Not Met Total:</td><td>15%</td></tr></table> <p>Analysis</p> <p>The data indicate that the benchmark was exceeded. This was a new goal for the last reporting period. The data will continue to be analyzed to see if patterns emerge across reporting periods.</p>	Met:	85%	Not Met:	15%	Met Total:	85%	Not Met Total:	15%	<p>Maintain Assessment Strategy</p> <p>For the 2025-2026 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. Upon analyzing the data, it was determined that additional inter-rater reliability was needed for these assignments, especially with new faculty teaching courses. Program faculty will develop a video for the purpose of training the IAs for scoring this assignment. The IAs will need to view the video and then complete an IRR training exercise before scoring within the course. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately administer various psychometric assessment instruments. We will continue to assess this learner outcome as this is crucial to the success of the students.</p>
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Candidate mastery demonstrates at 80%.										
<p>Assessment 3</p> <p>Assessment 3: Total score for the Achievement Protocols assignment: WJ ACH (2) n SPED 5322, Practicum for Educational Diagnostician</p> <p>This assessment measures students’ proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standards Required for the Educational Diagnostician Certificate. The focus of these various psychometric assessment is that the candidate will demonstrate the ability to correctly administer different passement instruments that are used in school and/or districts. By following testing administration directions in the psychometric assessment. These assessments include psychometric normed assessments in achievement, cognition, and oral language.</p> <p>Texas Administrative Code Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. (2c): The educational diagnostician is able to: use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.</p> <p>Direct - Assignment</p> <p><i>Practicum Educatnal Diagnostcn: SPED 5322</i></p> <p>Target</p> <p>90% of Candidates will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<p>MET</p> <p>Assessment 3</p> <p>■ Met ■ Not Met</p>  <table><tr><td>Met:</td><td>90%</td></tr><tr><td>Not Met:</td><td>10%</td></tr><tr><td>Met Total:</td><td>90%</td></tr><tr><td>Not Met Total:</td><td>10%</td></tr></table> <p>Analysis</p> <p>The data indicate that the benchmark was exceeded. This was a new goal for the last reporting period. The data will continue to be analyzed to see if patterns emerge across reporting periods.</p>	Met:	90%	Not Met:	10%	Met Total:	90%	Not Met Total:	10%	<p>Maintain Assessment Strategy</p> <p>For the 2025-2026 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. Upon analyzing the data, it was determined that additional inter-rater reliability was needed for these assignments, especially with new faculty teaching courses. Program faculty will develop a video for the purpose of training the IAs for scoring this assignment. The IAs will need to view the video and then complete an IRR training exercise before scoring within the course. The objective will be to ensure these assessments accurately measure students’ capacity to apply their knowledge to demonstrate the ability to appropriately administer various psychometric assessment instruments. We will continue to assess this learner outcome as this is crucial to the success of the students.</p>
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