

## Proposed Advanced Common Core Standards

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The proposed advanced common core standards for Knowledge and Skills/Educational Diagnosticians are listed below. Please review the standards. Your comments and suggestions are welcome as the standards are finalized for inclusion in the next Red Book of CEC. Please e-mail comments to [pfrawley@spfk12.org](mailto:pfrawley@spfk12.org) by **September 20, 2007**.

### Standard I: Leadership and policy

EDK1 Laws and policies related to assessing individuals with exceptional learning needs

EDK2 Emerging issues and trends that impact assessment

EDK3 Impact of diverse cultures, economic status, language and other factors on the assessment process

EDK4 Models, theories and philosophies that form the basis of assessment

EDK5 Issues in general and special education that impact services for students

EDS1 Seeks to improve laws, regulations and policies governing the delivery of special education services

### Standard II: Program development and organization

ED2K1 Assessment procedures that address all categories of disabilities

ED2K2 Variability within each category of disability

ED2K3 Over/under representation of individuals with cultural and linguistic diversity

ED2K4 Influence of diversity on assessment results

ED2K5 Characteristics of individuals with exceptional learning needs that drive program development

### Standard III: Research and inquiry

ED3K1 Best practices in research based instructional methods

ED3K2 Best practices in research based assessment

ED3K3 Resources and methods that address student learning, rates and learning styles

ED3K4 Evaluates assessment techniques based on learning theories

### Standard IV: Student and program evaluation

ED4K1 Standards of reliability related to individual test measures

ED4K2 Standards of validity related to individual test measures

ED4K3 Procedures used in standardizing assessment instruments

ED4K4 Standard error of measurement related to individual test measures

ED4K5 Sources of test error

ED4K6 Uses and limitations of assessment information

ED4K7 Vocational and career assessment

ED4K8 Motor skills assessment

ED4K9 Cognitive assessment measures

ED4K10 Continuum of learning within the curriculum

ED4S1 Collect comprehensive assessment data

ED4S2 Score assessment instruments accurately

ED4S3 Select appropriate instruments

ED4S4 Master formal and informal observation techniques

ED4S5 Use formal and informal functional assessment measures

ED4S6 Assess basic academic skills formally and informally

ED4S7 Assess language processing skills formally and informally

ED4S8 Assess adaptive behavior formally and informally

ED4S9 Assess perceptual skills formally and informally

ED4S10 Assess social skills formally and informally

ED4S11 Prepare comprehensive assessment reports

ED4S12 Keep accurate, detailed records of assessments and related proceedings

ED4S13 Analyze error patterns to enhance interpretation of standardized measures

ED4S14 Develop informal assessments

ED4S15 Master portfolio assessment strategies

ED4S16 Employ assistive technology as an assessment tool

ED4S17 Base the provision of accommodations and modifications on assessment results

ED4S18 Recommend instructional strategies based on assessment results

ED4S19 Monitor student progress to assist in eligibility

ED4S20 Use 'testing the limits' to enhance interpretation of standardized measures

### Standard V: Professional development and ethical practices

ED5K1 Qualifications to administer and interpret test results

ED5K2 Organizations and publications relevant to the field of educational diagnosticians

ED5K3 Ethical considerations relative to assessment

ED5S1 Participate in activities of professional organizations in the field of educational diagnosticians

ED5S2 Demonstrate ethical practice

ED5S3 Respect the privacy and confidentiality of clients

ED5S4 Maintain high standards of professional competence

ED5S5 Engage only in those activities for which one is qualified

ED5S6 Use professional affiliations ethically

ED5S7 Cite sources of information

ED5S8 Inform clients of the purpose of evaluation, rationale and timelines for completion
ED5S9 Transmit test results in a timely manner
ED5S10 Provide assessment results in a clear, cohesive manner
ED5S11 Update skills necessary to provide effective assessment
ED5S12 Uses technology as a resource in the assessment process
<b>Standard VI: Collaboration</b>
ED6K1 Team problem solving models
ED6S1 Communicate with team members to determine assessment needs
ED6S2 Communicate with team members to review assessment results
ED6S3 Assist with pre-referral interventions and strategies
ED6S4 Instruct staff in developing probes to measure growth in student learning
ED6S5 Assist teachers in learning to analyze data including large scale and individual assessments
ED6S6 Communicates effectively with multiple and diverse audiences
ED6S7 Promotes positive interpersonal relationships
ED6S8 Creates an environment of mutual self respect
ED6S9 Demonstrates conflict resolution skills
ED6S10 Understands change process
ED6S11 Understands the roles of various agencies within the community
ED6S12 Uses interagency collaboration in planning interventions
ED6S13 Respects parents choices and goals for their children
ED6S14 Collaborates in school improvement activities
ED6S15 Advocates for school and professional improvement
ED6S16 Demonstrates the ability to work with paraprofessionals in an educational setting
ED6S17 Establish rapport with all parties in the evaluation process