

In addition to the Arkansas Teaching Standards, Educational Examiner in grades K-12 shall demonstrate knowledge and competencies in the following areas:

<p>1. Assessment</p> <p>CECAP: Standard 1</p>	<ol style="list-style-type: none"> 1.1 Knowledge of the evaluation process and determination of eligibility. 1.2 Knowledge of the variety of methods for assessing and evaluating the performance of individuals with exceptionalities. 1.3 Knowledge of strategies for identifying individuals with exceptionalities. 1.4 The ability to evaluate an individual’s success in the general education curriculum. 1.5 Knowledge of the standards of reliability and validity related to individual test measures. 1.6 Knowledge of the procedures used in standardizing assessment instruments. 1.7 Knowledge of the standard error of measurement related to individual test measures. 1.8 Knowledge of the use and limitations of portfolios in assessment 1.9 Knowledge of sources of test error and the uses and limitation of assessment information 1.10 Knowledge of achievement assessment measures; cognitive assessment measures; language assessment measures; motor skills assessment measures; social, emotional, and behavior assessment measures; vocational and career assessment measures 1.11 The ability to design and use methods for assessing and evaluating programs. 1.12 The ability to design and implement research activities to examine the effectiveness of instructional practices. 1.13 The ability to advocate for evidence based practices in assessment. 1.14 The ability to report the assessment of individuals’ performance and evaluation of instructional programs. 1.15 The ability to select and use formal and informal observation measures and functional assessment measures 1.16 The ability to assess basic academic skills formally and informally 1.17 The ability to select, administer, and score assessment instruments accurately 1.18 The ability to analyze error patterns, prepare comprehensive assessment reports and employ assistive technology in the assessment process 1.19 The ability to select accommodations and modifications based on assessment results 1.20 The ability to facilitate progress monitoring and use the data gathered to develop and revise individual goals
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<p>2. Program Services and Outcomes</p> <p>CECAP: Standard 3</p>	<p>2.1 Knowledge of the effects of the cultural and environmental milieu of the child and the family on behavior and learning.</p> <p>2.2 Knowledge of the theories and methodologies of teaching and learning, including adaptation and modification of curriculum.</p> <p>2.3 Knowledge of the continuum of program options and services available to individuals with exceptionalities.</p> <p>2.4 Knowledge of the pre-referral intervention processes and strategies.</p> <p>2.5 Knowledge of the process of developing Individual Educational Programs (IEP).</p> <p>2.6 Knowledge of developmentally appropriate strategies for modifying instructional methods and the learning environment.</p> <p>2.7 Knowledge of assessment procedures that address all disabilities</p> <p>2.8 Knowledge of the variability of individuals within each category of disability</p> <p>2.9 Knowledge of the over/under representation of individuals with cultural and linguistic diversity who are referred for assessment</p> <p>2.10 Knowledge of the characteristics of individuals with exceptional learning needs that impact the development of programs and services</p> <p>2.11 The ability to develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences</p> <p>2.12 The ability to connect educational standards to specialized instructional services.</p> <p>2.13 The ability to improve instructional programs using principles of curriculum development and modification, and learning theory.</p> <p>2.14 The ability to incorporate essential components into individualized education plans</p> <p>2.15 The ability to synthesize information from multiple perspectives in developing a program assessment plan.</p>
<p>3. Research and Inquiry</p> <p>CECAP: Standard 4</p>	<p>3.1 Knowledge of evidence-based practices validated for specific characteristics of learners and settings.</p> <p>3.2 Knowledge of best practices in research-based assessment</p> <p>3.3 Knowledge of resources and methods that address student learning, rates, and learning styles</p> <p>3.4 The ability to identify and use the research literature to resolve issues of professional practice.</p> <p>3.5 The ability to evaluate and modify instructional practices in response to ongoing assessment data</p> <p>3.6 The ability to use educational research to improve instruction intervention strategies, and curricular materials.</p> <p>3.7 The ability to evaluate assessment techniques based on learning theories</p>

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<p>4. Leadership and Policy</p> <p>CECAP: Standard 5</p>	<p>4.1 Knowledge of the needs of different groups in a pluralistic society.</p> <p>4.2 Knowledge of evidence-based theories of organizational and educational leadership.</p> <p>4.3 Knowledge of emerging issues and trends that potentially affect the school community and the mission of the school.</p> <p>4.4 Knowledge of Federal and State education laws and regulations.</p> <p>4.5 Knowledge of current legal, regulatory, and ethical issues affecting education.</p> <p>4.6 Knowledge of the responsibilities and functions of school committees and boards</p> <p>4.7 Knowledge of the laws and policies related to assessing individuals with exceptional learning needs</p> <p>4.8 Knowledge of emerging issues and trends that impact assessment</p> <p>4.9 Knowledge of the implication of multiple factors that impact the assessment process</p> <p>4.10 Knowledge of the models, theories, and philosophies that form the basis of assessment</p> <p>4.11 Knowledge of the issues in general and special education that impact placement decisions for individuals with exceptional learning needs</p> <p>4.12 Knowledge of the policy and research implications that promote recommended practices in assessment</p> <p>4.13 The ability to promote a free appropriate public education in the least restrictive environment</p> <p>4.14 The ability to promote high expectations for self, staff, and individuals with exceptionalities</p> <p>4.15 The ability to advocate for educational policy within the context of evidence-based practices.</p> <p>4.16 The ability to mentor teacher candidates, newly certified teachers, and other colleagues.</p> <p>4.17 The ability to design and evaluate procedures for effective participation in school, system, and statewide assessments</p>
<p>5. Professional and Ethical Practice</p> <p>CECAP: Standard 6</p>	<p>5.1 Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians.</p> <p>5.2 Knowledge of the moral and ethical responsibilities of educators.</p> <p>5.3 Knowledge of the human rights of individuals with exceptionalities and their families.</p> <p>5.4 Knowledge of the qualifications to administer and interpret test results</p> <p>5.5 Knowledge of organizations and publications relevant to the field of educational examiner</p>

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	<ul style="list-style-type: none"> 5.6 Knowledge of the ethical considerations relative to assessment 5.7 The ability to model ethical behavior and promote professional standards 5.8 The ability to implement practices that promote success for individuals with exceptionalities 5.9 The ability to use ethical and legal discipline strategies. 5.10 The ability to disseminate information on effective school and classroom practices. 5.11 The ability to create an environment which supports continuous instructional improvement. 5.12 The ability to develop and implement a personalized professional development plan. 5.13 The ability to respect individual privacy and confidentiality 5.14 The ability to participate in professional development activities 5.15 The ability to cite all sources of reported information 5.16 The ability to inform individuals of the purpose of evaluation, rationale, and timelines for completion 5.17 The ability to provide assessment results in a clear, cohesive, and timely manner 5.18 The ability to update skills necessary to provide effective assessment
<p>6. Collaboration</p> <p>CECAP: Standard 7</p>	<ul style="list-style-type: none"> 6.1 Knowledge of the methods for communicating goals and plans to stakeholders. 6.2 Knowledge of the roles of educators in integrated settings. 6.3 Knowledge of the roles of various agencies within the community 6.4 The ability to collaborate to enhance opportunities for learners with exceptionalities. 6.5 The ability to apply strategies to resolve conflict and build consensus. 6.6 The ability to communicate with team members to determine assessment needs and review assessment results 6.8 The ability to assist with pre-referral interventions and strategies 6.9 The ability to assist teachers in interpreting data including large scale and individual assessments 6.10 The ability to use interagency collaboration in planning Intervention