

# **NEW MEXICO TEACHER ASSESSMENTS™**

## **FIELD 33: EDUCATIONAL DIAGNOSTICIAN**

### **TEST FRAMEWORK**

**January 2007**

<b>Subarea</b>	<b>Range of Competencies</b>	<b>Test Proportion</b>
I. Human Development and Learning	0001–0003	30%
II. Assessing and Addressing Individual Needs	0004–0007	40%
III. Professional Roles and Responsibilities	0008–0010	30%

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# NEW MEXICO TEACHER ASSESSMENTS™

## Field 33: Educational Diagnostician

### Test Framework

Human Development and Learning  
Assessing and Addressing Individual Needs  
Professional Roles and Responsibilities

#### SUBAREA I—HUMAN DEVELOPMENT AND LEARNING

##### 0001 Understand typical and atypical human growth and development.

For example:

- identify the stages and characteristics of typical and atypical human growth and development in the cognitive, processing, language, sensory, motor, social-emotional, and physical domains from early childhood through young adulthood
- analyze how characteristics or changes in one domain (e.g., cognitive, social-emotional) may affect development in other domains
- demonstrate an understanding of the interrelationship between a student's skills in one domain and skills in other domains
- demonstrate knowledge of the types, etiologies, characteristics, and ranges of different exceptionalities (e.g., mental retardation, giftedness, learning disabilities, physical disabilities)
- demonstrate knowledge of the effects of various cultural and economic factors and exceptionalities on human growth, development, and functioning

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### **0002 Understand processes of learning and factors that affect learning.**

For example:

- demonstrate knowledge of various theories of learning (e.g., Piaget's theory of cognitive development, Vygotsky's sociocultural theory, Gardner's theory of multiple intelligences)
- demonstrate knowledge of the educational implications of various types of exceptionalities (e.g., mental retardation, giftedness, learning disabilities, emotional impairments)
- understand the range of individual abilities and learning styles of individuals with various types of exceptionalities, including individuals with multiple exceptionalities
- analyze the effects of individual differences (e.g., prenatal and home environment; medical syndromes and medications; family issues; student motivation and prior experience; social, gender-related, and linguistic factors; socioeconomic status; ethnic and cultural background; acculturation; parent and teacher expectations; family traditions, beliefs, and values) on student learning
- demonstrate knowledge of family systems and the roles of families in the educational process, and recognize the impact of differences in values, languages, and customs between home and school

### **0003 Understand curricula, instructional methods, and learning environments that are responsive to the strengths and needs of all students.**

For example:

- understand how to select, adapt, and modify curriculum content, instructional methods, and materials to address learning needs
- identify instructional methods used to address learning needs and to promote the development of motor, cognitive, academic, social, communication, vocational, and functional living skills
- demonstrate knowledge of intervention methods and techniques that are responsive to students' cultural and linguistic differences and that address students' individual learning styles
- recognize how accommodations (e.g., assistive technology, ancillary services) can be used to address learning needs
- recognize factors in learning environments that affect student learning (e.g., classroom management strategies, methods of instruction, teacher attitudes and behaviors, accessibility to materials and assistive technologies)
- evaluate the effects of various learning environments on students' achievement, self-esteem, and behavior

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**SUBAREA II—ASSESSING AND ADDRESSING INDIVIDUAL NEEDS**

**0004 Understand how to select, adapt, evaluate, and conduct assessments for the purpose of determining appropriate recommendations and interventions for students with exceptional learning needs.**

For example:

- identify characteristics, uses, benefits, and limitations of formal and informal assessment instruments used for a variety of purposes (e.g., screening, diagnosis, planning, evaluating progress) in regard to various skills (e.g., cognitive, processing, creative and divergent thinking, critical thinking and problem solving, communication) and behaviors (e.g., academic achievement, social-emotional, adaptive, vocational aptitude and interests).
- understand how to select, adapt, evaluate, and conduct assessments to address referral questions and individual student characteristics appropriately
- examine the psychometric properties of testing instruments (e.g., reliability, standard error of measurement, standardization, norm groups) and understand their implications for assessment selection
- examine the role that factors related to diversity, including students' cultural and linguistic backgrounds, play in choosing and modifying assessment instruments in specific contexts

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**0005 Understand procedures for conducting assessments of students with exceptional learning needs.**

For example:

- demonstrate knowledge of nondiscriminatory screening, referral, and assessment procedures from preschool through secondary education
- demonstrate knowledge of standard procedures for administering various types of assessments (e.g., cognitive, academic, behavioral, adaptive) to preschool through secondary students who may require special education, early childhood intervention, gifted education, or other services or interventions
- recognize how to adapt and modify assessment procedures to meet individual needs and ensure nonbiased test results, and recognize how adaptations and modifications to assessments and administration procedures may affect assessment results
- recognize and conduct nondiscriminatory assessments for culturally and linguistically diverse students (e.g., regarding language background, dominance, proficiency), and analyze the significance of linguistic, cultural, and socioeconomic diversity for student assessment
- demonstrate knowledge of formal and informal observational techniques of data collection (e.g., interval recording, anecdotal recording)

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### **0006 Understand how to score, record, and interpret assessment results.**

For example:

- recognize how various types of assessments are scored
- demonstrate knowledge of procedures for accurately recording assessment information and information relating to these procedures
- understand how to interpret assessment data and derived scores (e.g., standard scores, percentile ranks)
- apply knowledge of psychometric theory, descriptive statistics, and measurement issues (e.g., reliability, standardization, standard error of measurement) in interpreting assessment results
- recognize how individual characteristics (e.g., cultural and linguistic background, type and severity of disability, giftedness) and environmental factors (e.g., lighting, noise, interruptions) affect assessment results
- recognize conclusions about a student's educational needs that can and cannot be drawn from given assessment data
- demonstrate knowledge of procedures for creating psychoeducational diagnostic reports that are consistent with professional standards and official guidelines

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**0007 Understand how to use assessment results within the multidisciplinary team process for developing individualized educational plans (IEPs) and for planning interventions that address the strengths and needs of students with exceptionalities.**

For example:

- recognize the roles and responsibilities of various individuals and multidisciplinary team members involved in assessing students with exceptional learning needs and planning IEPs and interventions
- demonstrate knowledge of how to interpret and communicate assessment results to assist the multidisciplinary team in making various determinations (e.g., level of severity of a disability, individual strengths and needs, current level of academic performance, eligibility for special education services, effectiveness of interventions)
- analyze assessment results to determine if further evaluation is needed
- demonstrate knowledge of the criteria used to determine eligibility for special education and related services
- demonstrate knowledge of strategies and procedures for using assessment results to make recommendations regarding eligibility, instruction, adaptations, accommodations, modifications, and transition as part of the IEP development process
- demonstrate knowledge of the multidisciplinary team process for developing IEPs

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**SUBAREA III—PROFESSIONAL ROLES AND RESPONSIBILITIES**

**0008 Understand the roles and responsibilities of the educational diagnostician.**

For example:

- understand the variety of roles and responsibilities of the educational diagnostician in diverse contexts (e.g., coordinating the assessment process, conducting assessments, gathering background information, preparing psychoeducational diagnostic reports, participating in individualized educational plan [IEP] development)
- demonstrate knowledge of various types of educational program options and service delivery models within the New Mexico public education system (e.g., bilingual education, American Indian education, gifted education, special education)
- demonstrate knowledge of the importance of continued professional development and strategies for participating in professional development activities
- demonstrate knowledge of professional organizations (e.g., Council for Educational Diagnostic Services, Council for Exceptional Children, American Speech-Language-Hearing Association) and other resources relevant to the field of educational diagnosis



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**0009 Understand how to communicate effectively and work collaboratively with students with exceptional learning needs, their parents/guardians, school personnel, and community members to provide students with appropriate educational services.**

For example:

- demonstrate knowledge of culturally and linguistically responsive strategies for promoting effective communication with students with exceptional learning needs and for facilitating communication with school personnel, families, and community professionals
- demonstrate knowledge of strategies and procedures for communicating information about assessment results, state and federal regulations, and due process rights to parents/guardians and school personnel
- recognize strategies for encouraging students and their parents/guardians to become actively involved in the education process (e.g., assessment, the development and implementation of individualized educational plans [IEPs], transition planning)
- demonstrate familiarity with typical concerns of parents/guardians of students with exceptional learning needs and recognize effective strategies for addressing such concerns, including providing parents/guardians with information about community, government, and private resources available to them (e.g., bilingual services, transition agencies, legal advocacy services)
- demonstrate an understanding of the importance of interpersonal skills in the consultative process (e.g., active listening, conflict resolution, group facilitation), and demonstrate awareness of factors related to cultural and linguistic diversity in the consultative process
- apply consultation and collaboration skills and strategies in working with members of the learning community to address student needs (e.g., processing referrals, gathering and documenting information, conducting formal and informal assessments, making recommendations regarding services and interventions)

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### **0010 Understand the historical, legal, and ethical foundations of the field of educational diagnosis.**

For example:

- demonstrate knowledge of the purpose, philosophy, history, and legal foundations of special education and assessment as applicable to the role of the educational diagnostician
- demonstrate knowledge of special education laws and related regulations (e.g., Individuals with Disabilities Education Improvement Act [IDEA], Section 504 of the Rehabilitation Act, No Child Left Behind Act [NCLB], New Mexico Standards for Excellence, New Mexico Technical Evaluation and Assessment Manual [NM TEAM])
- demonstrate knowledge of current state and national issues in assessment in general and in special education (e.g., early identification, response to intervention [RTI]/dual discrepancy, curriculum-based assessment, the overrepresentation of students from culturally and linguistically diverse backgrounds in special education programs)
- demonstrate knowledge of professional codes of conduct, ethics, and legal regulations and requirements within the profession (e.g., confidentiality, competency, informed consent, least restrictive environment, due process)