

COMPETENCIES FOR EDUCATIONAL EXAMINER, GRADES K-12



Individuals seeking to add the Educational Examiner K-12 Endorsement must have a valid Arkansas license. In addition to the Arkansas Teaching Standards, teachers with the Educational Examiner K-12 Endorsement, shall demonstrate knowledge and abilities in the following areas:



1. ASSESSMENT

CEC SEDS STANDARD 1

CEC ACSI STANDARD 1

- 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 measure
- 1.8 Knowledge of uses and limitations of achievement assessment measures and results
- 1.9 Knowledge of uses and limitations of cognitive assessment measures and results
- 1.10 Knowledge of uses and limitations of communication and language measures and results
- 1.11 Knowledge of uses and limitations of motor skills assessment measures and results
- 1.12 Knowledge of uses and limitations of social, emotional, and behavior assessment measures and results
- 1.13 Knowledge and use of formative ongoing, curricular, and behavioral assessments
- 1.14 The ability to design and use methods for assessing and evaluating programs
- 1.15 The ability to design and implement research activities to examine the effectiveness of instructional practices
- 1.16 The ability to advocate for evidence-based practices in assessment
- 1.17 The ability to report the assessment of individuals' performance and evaluation of instructional programs
- 1.18 The ability to select and use formal and informal observation measures and functional assessment measures
- 1.19 The ability to select, administer, and score assessment instruments accurately
- 1.20 The ability to analyze error patterns, prepare comprehensive assessment reports and employ assistive technology in the assessment process
- 1.21 The ability to facilitate progress monitoring and use the data gathered to develop and revise individual goals
- 1.22 The ability to develop comprehensive assessment reports that outline strengths and areas of needed support for the learners

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2. PROGRAM SERVICES AND OUTCOMES

CEC SEDS STANDARD 3
CEC ACSI STANDARD 3

- 2.1 Knowledge of the effects of the cultural and environmental milieu of the child and the family on behavior and learning
- 2.2 Knowledge of the theories and methodologies of teaching and learning, including adaptation and modification of curriculum
- 2.3 Knowledge of the continuum of program options and services available to individuals with exceptionalities
- 2.4 Knowledge of the pre-referral intervention processes and strategies
- 2.5 Knowledge of the process of developing Individual Educational Programs (IEP)
- 2.6 Knowledge of developmentally appropriate strategies for modifying instructional methods and the learning environment
- 2.7 Knowledge of the variability of individuals within each category of disability
- 2.8 Knowledge of the over/under representation of individuals with cultural and linguistic diversity who are referred for assessment
- 2.9 Knowledge of the characteristics of individuals with exceptional learning needs that impact the development of programs and services
- 2.10 The ability to develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences
- 2.11 The ability to connect educational standards to specialized instructional services
- 2.12 The ability to improve instructional programs using principles of curriculum development and modification and learning theory
- 2.13 The ability to incorporate essential components into individualized education plans
- 2.14 The ability to synthesize information from multiple perspectives in developing a program assessment plan

3. RESEARCH AND INQUIRY

CEC SEDS STANDARD 4
CEC ACSI STANDARD 4

- 3.1 Knowledge of evidence-based practices validated for specific characteristics of learners and settings
- 3.2 Knowledge of best practices in research-based assessment
- 3.3 Knowledge of resources and methods that address student learning, rates, and learning styles
- 3.4 The ability to identify and use the research literature to resolve issues of professional practice
- 3.5 The ability to evaluate and modify instructional practices in response to ongoing assessment data
- 3.6 The ability to use educational research to improve instruction intervention strategies, and curricular materials
- 3.7 The ability to evaluate assessment techniques based on learning theories

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4. LEADERSHIP AND POLICY

CEC SEDS STANDARD 5
CEC ACSI STANDARD 5

- 4.1 Knowledge of the needs of different groups in a pluralistic society
- 4.2 Knowledge of evidence-based theories of organizational and educational leadership
- 4.3 Knowledge of emerging issues and trends that potentially affect the school community and the mission of the school
- 4.4 Knowledge of Federal and State education laws and regulations
- 4.5 Knowledge of current legal, regulatory, and ethical issues affecting education.
- 4.6 Knowledge of the responsibilities and functions of school committees and boards
- 4.7 Knowledge of the laws and policies related to assessing individuals with exceptional learning needs
- 4.8 Knowledge of emerging issues and trends that impact assessment
- 4.9 Knowledge of the implication of multiple factors that impact the assessment process
- 4.10 Knowledge of the models, theories, and philosophies that form the basis of assessment
- 4.11 Knowledge of the issues in general and special education that impact placement decisions for individuals with exceptional learning needs
- 4.12 The ability to promote a free appropriate public education in the least restrictive environment
- 4.13 The ability to promote high expectations for self, staff, and individuals with exceptionalities
- 4.14 The ability to advocate for educational policy within the context of evidence-based practices
- 4.15 The ability to mentor teacher candidates, newly certified teachers, and other colleagues
- 4.16 The ability to design and evaluate procedures for effective participation in school, system, and statewide assessments

5. PROFESSIONAL AND ETHICAL PRACTICE

CEC SEDS STANDARD 6
CEC ACSI STANDARD 6

- 5.1 Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians
- 5.2 Knowledge of the moral and ethical responsibilities of educators
- 5.3 Knowledge of the human rights of individuals with exceptionalities and their families
- 5.4 Knowledge of the qualifications to administer and interpret test results
- 5.5 Knowledge of organizations and publications relevant to the field of educational examiner
- 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.

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- 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



6. COLLABORATION

CEC SEDS STANDARD 7

CEC ACSI STANDARD 7

- 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 The ability to collaborate to enhance opportunities for learners with exceptionalities.
- 6.4 The ability to apply strategies to resolve conflict and build consensus.
- 6.5 The ability to communicate with team members to determine assessment needs and review assessment results
- 6.6 The ability to assist teachers in interpreting data including large scale and individual assessments