Department of Curriculum & Instruction

College of Education
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EDCO 5242: Testing and Assessment in School Counseling

Spring 2016

Instructor Information:

Instructor:	R. Jon Leffingwell, Ph.D.	Phone:	(817) 272-2274
Office:	418 Hammond Hall	Fax:	
E-Mail:	leffingwell@uta.edu	Mailbox:	19227

Office Hrs:	Wednesday	Other times available by
	4:00pm – 5:00pm	appointment

Instructor Web Site: http://www.uta.edu/faculty/leffingwell Course

Web Site: http://www.uta.edu/faculty/leffingwell/mentis/profile

CourseInformation:

Course Title:	Testing and Assessment in School Counseling
Course Number:	EDCO 5242
Semester:	Spring 2016
Course Location and Time:	Wednesday, 5:30 pm –7:20 pm, TBA

CourseDescription:

This course is designed to provide an introduction to the principles, concepts, methods, and applications of assessing human experience and behavior for counseling purposes. Topics included for study in this course include the history and philosophy behind measurement and assessment in counseling, statistical concepts, and common assessment formats for measuring constructs such as personality pathology, achievement and aptitude, and career interests. The required assignments focus on the themes of assessment critique, administration, and interpretation of assessment results, and incorporating assessment results into work with students.

CoursePrerequisites:

EDCO 5340

EDCO 5241

<u>Textbook(s)andMaterials:</u>

Drummond, R.J. and Jones, K.D. (2016 8th Ed.). Assessment procedures for counselors and helping professionals. Upper Salt River NJ: Pearson. ISBN: 978-0-13-285063-6

Schellenberg, R,(2012) The School Counselor's Study Guide for Credentialing Exams. New York, NY: Routledge ISBN: 978-0-415-88872-2

<u>UniversityMission:</u>

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

<u>CollegeMission:</u>

The mission of the UTA College of Education & Health Professions is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

<u>CoreValues:</u>

Diversity	Learner Centered
Collaboration	Research Based Field
Experience	Life Long Learning
Excellence	Technology

<u>ProfessionalDispositions:</u>

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code1 Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   - Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
      o Demonstrates kindness, fairness, patience, dignity and respect in working with others.
      o Accepts decisions made by institutional authority.
      o Treats others in a just and equitable manner.
   - Maintains composure and self-control.
      o Responds positively to constructive criticism.
      o Follows appropriate channels of communication/authority.
      o Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
   - Complies with class and program requirements
      o Attends classes, trainings, and field experiences.
      o Arrives on time and remains for the duration.
      o Is prepared, engaged, and meets deadlines.
   - Demonstrates academic integrity and honesty.
   - Maintains appropriate confidentiality at all times.
   - Demonstrates compliance with all laws and regulations.
      o Demonstrates compliance with University policies and Texas Education Agency   (TEA)/professional specialty program area standards2

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
   - Displays personal appearance and/or hygiene appropriate for professional settings.

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[1] Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at:
http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2 .
[2] Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9

- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
- Uses UT Arlington email as official university form of electronic communication and information.
- Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

Conceptual Framework:

The work of the College of Education & Health Professions is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education & Health Professions, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

'Partners for the Future' serves as the theme of the College of Education & Health Professions and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

University Policies

Disability Accommodations
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic   skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include   tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally   funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the   Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Course Objectives and Learning Outcomes:

As a result of participating in this course and of completing course requirements in a satisfactory manner, students will be able to:
1. Identify and describe the major historical perspectives concerning the nature and meaning of assessment {CACREP II.K.7.a} Council for Accreditation of Counseling and Related Educational Programs.
2. Identify, explain and apply basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods {CACREP II.K.7.b}
3. Identify, explain and apply statistical concepts as they relate to assessment, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations {CACREP II.K.7.c}
4. Identify, explain, and apply the concept of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability, information) {CACREP II.K.7.d}
5. Identify, explain, and apply the concept of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity; {CACREP II.K.7.e]
6. Identify and describe the impact of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; {CACREP II.K.7.f]
7. Identify and apply strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; [CACREP II.K.7.g]
8. Demonstrate an understanding of general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status [CACREP II.K.7.h]
9. Identify and describe ethical and legal considerations relating to assessment in counseling [CACREP II.K.7.i]

<u>Drop Policy:</u>

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships   (http://wweb.uta.edu/ses/fao).

<u>Policies:</u>

1. Late work: Complete all assignments by the due date listed on the syllabus or announced in class. Late work will be accepted with a penalty of 10% of the grade if turned in by the next class meeting. Late work will not be accepted beyond the next class meeting.

2. All work must be typewritten and submitted in a professional manner. <u>The instructor has the right to return for resubmission any work which is not neatly, legibly, and professionally completed</u>.

3. Study the syllabus and the schedule of deadlines carefully. If you do not agree to adhere to the policies and requirements stated herein, please drop this course.

College of Education and Health Professions Policies:

TK-20:

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The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system's website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information. **The following is a partial listing of what the Tk20 system will enable you to do:**

- *Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.*
- *Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.*
- *Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.*
- *Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.*

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use.

We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

<u>AVID:</u>

<u>AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.</u>

<u>The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in</u>

their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

Library Information: Andy Herzog is the Education Librarian. He can be reached at 817-272-7517 and by email at amherzog@uta.edu. You will find online databases for Education at:

- http://www.uta.edu/library/mavinfo/ed.html.

UTA Writing Center: Professionally trained tutors offer help with writing projects at any stage of the process at not cost to UTA students. Check out their On-Line Writing Lab at http://www.uta.edu/owl/. You can even submit a rough draft via email and request feedback from a tutor.

Tentative lecture/topic schedule:

Date	Lecture/Topic	Assignment
Wednesday, Jan 20 Week 1	Introduction Historical & Philosophical Foundations of Assessment	Chap 1
Wednesday, Jan 27 Week 2	Methods & Sources of Assessment	Chap 2 - D
Wednesday, Feb 3 Week 3	Library Seminar Statistical Concepts Understanding Assessment scores	Chap 3 & 4 - D Chap 4 - S
Wednesday, Feb 10 Week 4	Reliability & Validity WISC IV	Chap 5 & 6 – D Chap 4 - S
Wednesday, Feb 17 Week 5	Selecting Administrative, Scoring and Interpreting Assessment results	Chap 7 – D Chap 4 - S
Wednesday, Feb 24 Week 6	Assessment of intelligence and ability	Chap 8 – D
Wednesday, Mar 2	Research Day	
Wednesday, Mar 9 Week 7	Midterm Exam	
Wednesday, Mar 14 Week 8	Spring Break	
Wednesday, Mar 23 Week 9	Assessment of achievement and aptitude	Chap 9 -10 OR
Wednesday, Mar 30 Week 10	Career and Employment Assessment	Chap 11 OR
Wednesday, Apr 6 Week 11	Personality and Clinical Assessment	Chap 12-13 OR
Wednesday, Apr 13 Week 12	Assessment in education Test Anxiety	Chap 14 OR
Wednesday, Apr 20 Week 13	Assessment issues with Diverse populations	Chap 15 OR
Wednesday, Apr 27 Week 14	Communication of Assessment Results and Ethical and Legal Issues	Chap 16 – 17 OR
Wednesday, May 4 Week 14	Oral Reports (OR) of Research WISC IV Administration Report	
Wednesday, May 11 Week 17	Final Exam	

Note: The Instructor reserves the right to make adjustments and modifications to this syllabus during the semester as needed. Students will be notified of any and all changes.

Assignments:

1. Students will administer the Wechsler Intelligence for Children (WISC- IV) to a child of a friend or classmate, analyze the results and provide the results to the professor of this class only!!!

2. Students will research three hard copy tests including one example of testing using software. For this assignment, the student will prepare a brief s y n o p s i s (two-three pages) about each test. The paper should address selection criteria; psychometric properties; norming samples and multicultural considerations; two expert reviews of each test and information about the administration scoring and interpretation of each test. Each student will present a brief oral (ten minutes) PowerPoint presentation to the class and a two page synopsis of information with a biography.

FindingTestCritiques:

1. Start at http://library.uta.edu/
2. Click on Library Databases A-Z under Research Resources
3. Click on Mental Measurements Yearbook in the long list
4. Search for your test by title(e.g. Wechsler, Beck Depression Inventory)

You should find full-text reviews in this resource. Pay close attention to the reference list at the end of each review – it may give you a reference to a peer-reviews critique of the test.

GradeCalculation:

Mid-Term Exam	20%
Final Exam	20%
Research of three tests	40%
Test Administration(WISC)	20%

GradingScale

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = below 60%

SampleTeststobeDiscussed:

1. Adaptive Behavior Evaluation Scale, School Version Rating Form: 4-12 years (ABES Revised)
2. Adaptive Behavior Evaluation Scale, School Version Rating Form: 13-18 years (ABES Revised)
3. Mooney Problem Checklist
4. BASC-2 (Behavior Assessment System for Children)
5. Behavior Disorders Identification Scale, 2nd Edition, School Version Rating Form
6. Beck Depression Inventory II (BDI-II)
7. Campbell Interest and Skill Survey
8. Career Assessment Inventory

9. Differential Ability Scales, School-Age Record Form II (DAS-II)
10. Kaufman Assessment Battery for Children II (KABC -II)
11. Kuder Occupational Interest Inventory
12. Leiter International Performance Scale, Teacher Rating Scale
13. Merrill-Palmer Revised Scales of Development, Record Form Examiner Expressive Language (MPR S-22)
14. Slosson Intelligence Test-Revised Individual Test Form (SIT-R3-1P)
15. Social Skills Improvement System
16. Stanford Binet Record Form
17. Strong Interest Inventory
18. Vineland Adaptive Behavior Scale, Second Edition, Survey Forms, Report to Parents
19. Wechsler Adult Intelligence Scale
20. Wechsler Abbreviated Scale of Intelligence(WASI)
21. Wechsler Intelligence Scale for Children -IV
22. Wechsler Intelligence Scale, Spanish Record Form- IV
23. Wechsler Individual Achievement Test (WIAT-III)
24. Wechsler Preschool and Primary Scale of Intelligence- III Ages 4:0-7:3
25. Wechsler Preschool and Primary Scale of Intelligence- III Ages 2:6-3:11
26. Wide Range Achievement Test, Revision 4 (WRAT-IV)
27. Discoveryourpersonality.com (Personality and Career Tests Online)
28. Others:
    Cognitive Abilities Test (CogAT)
    Test of Non Verbal Intelligence – 4
    Das Naglieri Non Verbal Ability Test – 2
    Peabody Picture Vocabulary Test
    IOWA Test of Basic Skills
    Differential Aptitude Tests for Personnel and Career Assessment
    Conners 3 Scale
    Woodcock – Johnson – III
    Basic Achievement Skills Inventory
    Nowicki – Strickland Locus of Control Scale