

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 ASCI 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

	<p>1.18 The ability to select and use formal and informal observation measures and functional assessment measures</p> <p>1.19 The ability to select, administer, and score assessment instruments accurately</p> <p>1.20 The ability to analyze error patterns, prepare comprehensive assessment reports and employ assistive technology in the assessment process</p> <p>1.21 The ability to facilitate progress monitoring and use the data gathered to develop and revise individual goals</p> <p>1.22 The ability to develop comprehensive assessment reports that outline strengths and areas of needed support for the learners</p>
<p>2. Program Services and Outcomes</p> <p><i>CEC SEDS Standard 3</i> <i>CEC ASCI Standard 3</i></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 the variability of individuals within each category of disability</p> <p>2.8 Knowledge of the over/under representation of individuals with cultural and linguistic diversity who are referred for assessment</p> <p>2.9 Knowledge of the characteristics of individuals with exceptional learning needs that impact the development of programs and services</p> <p>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</p> <p>2.11 The ability to connect educational standards to specialized instructional services</p>

	<p>2.12 The ability to improve instructional programs using principles of curriculum development and modification and learning theory</p> <p>2.13 The ability to incorporate essential components into individualized education plans</p> <p>2.14 The ability to synthesize information from multiple perspectives in developing a program assessment plan</p>
<p>3. Research and Inquiry</p> <p><i>CEC SEDS Standard 4</i> <i>CEC ASCI Standard 4</i></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>
<p>4. Leadership and Policy</p> <p><i>CEC SEDS Standard 5</i> <i>CEC ASCI Standard 5</i></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 The ability to promote a free appropriate public education in the least restrictive environment</p> <p>4.13 The ability to promote high expectations for self, staff, and individuals with exceptionalities</p> <p>4.14 The ability to advocate for educational policy within the context of evidence-based practices</p> <p>4.15 The ability to mentor teacher candidates, newly certified teachers, and other colleagues</p> <p>4.16 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><i>CEC SEDS Standard 6</i></p> <p><i>CEC ASCI Standard 6</i></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> <p>5.6 Knowledge of the ethical considerations relative to assessment</p> <p>5.7 The ability to model ethical behavior and promote professional standards</p> <p>5.8 The ability to implement practices that promote success for individuals with exceptionalities.</p> <p>5.9 The ability to use ethical and legal discipline strategies.</p>

	<p>5.10 The ability to disseminate information on effective school and classroom practices.</p> <p>5.11 The ability to create an environment which supports continuous instructional improvement.</p> <p>5.12 The ability to develop and implement a personalized professional development plan.</p> <p>5.13 The ability to respect individual privacy and confidentiality</p> <p>5.14 The ability to participate in professional development activities</p> <p>5.15 The ability to cite all sources of reported information</p> <p>5.16 The ability to inform individuals of the purpose of evaluation, rationale, and timelines for completion</p> <p>5.17 The ability to provide assessment results in a clear, cohesive, and timely manner</p>
<p>6. Collaboration</p> <p><i>CEC SEDS Standard 7</i></p> <p><i>CEC ASCI Standard 7</i></p>	<p>6.1 Knowledge of the methods for communicating goals and plans to stakeholders.</p> <p>6.2 Knowledge of the roles of educators in integrated settings.</p> <p>6.3 The ability to collaborate to enhance opportunities for learners with exceptionalities.</p> <p>6.4 The ability to apply strategies to resolve conflict and build consensus.</p> <p>6.5 The ability to communicate with team members to determine assessment needs and review assessment results</p> <p>6.6 The ability to assist teachers in interpreting data including large scale and individual assessments</p>