



**Utah State Board of Education**

---

**HANDBOOK  
FOR THE UTAH  
SPECIAL EDUCATION ELIGIBILITY  
EVALUATOR (SPED-EE)  
ENDORSEMENT**

---

# Table of Contents

---

<b>Forward</b>	<b>3</b>
Acknowledgments	5
<b>Purpose and Philosophy</b>	<b>6</b>
<b>Endorsement Requirements</b>	<b>6</b>
Preparatory Coursework Requirements	7
Graduate-Level Coursework Requirements	7
Practicum Portfolio Requirements	7
Practicum Hours Requirements	8
Site Mentor Supervisor and SpEd-EE Candidate Practicum Requirements	9
Year One Requirement	9
Year Two Requirement	9
<b>SpEd-EE Candidate Placement Requirements and Procedures</b>	<b>9</b>
Approval of the Local Education Agency (LEA)	10
Site Mentor Supervisor Agreement	10
<b>Site Mentor Supervisor Expectations</b>	<b>10</b>
Site Mentor Supervisor Qualifications	11
Site Mentor Supervisor Evaluation	11
Orientation Information for Site Mentor Supervisor	11
<b>SpEd-EE Candidate Remediation Policies and Procedures</b>	<b>11</b>
<b>SpEd-EE Process Forms and Phases</b>	<b>12</b>
Process Forms	12
SpEd-EE Process Phases	12
<b>Resources</b>	<b>14</b>
<b>Appendix A: SpEd-EE Standards</b>	<b>15</b>
Standard 1: Assessment	15
Standard 3: Programs, Services, and Outcomes	18
Standard 4: Research and Inquiry	19
Standard 5: Leadership and Policy	20

Standard 6: Professional and Ethical Practice	21
Standard 7: Collaboration	23
<b>Appendix B: SpEd-EE Approved Assessments</b>	<b>25</b>
Achievement	25
Behavioral	25
Cognitive	25
Language	25
Mathematics	25
Reading	25
<b>Appendix C: SpEd-EE Candidate Roles and Responsibilities</b>	<b>27</b>
Amount of Supervision	27
General Management	28
Ongoing Professional Learning	29
<b>Appendix D: Site Mentor Supervisor Roles and Responsibilities</b>	<b>30</b>
Supervision Ratios	30
General Management	30
Professional Learning	31
<b>Appendix E: SpEd-EE Acknowledgment Form</b>	<b>32</b>
<b>Appendix F: Principal Notification Form</b>	<b>33</b>
<b>Appendix G: SpEd-EE Year 1 Standards Tracker Form</b>	<b>34</b>
<b>Appendix H: SpEd-EE Year 2 Standards Tracker Form</b>	<b>35</b>
<b>Appendix I: SpEd-EE Year 2 Assurances Form</b>	<b>36</b>
<b>Appendix J: Request for Letter of Recommendation Form</b>	<b>37</b>
<b>Appendix K: SpEd-EE Endorsement Form</b>	<b>38</b>
<b>Appendix L: SpEd-EE Tuition Reimbursement Request Form</b>	<b>41</b>
<b>Appendix M: SpEd-EE Cohort Application Instructions</b>	<b>42</b>

## Forward

---

The USBE mission is to create equitable conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support. “Equitable resources include funding, programs, policies, initiatives and supports that target each student’s unique background and school context to guarantee that all students have access to a high-quality education.” See the USBE [Strategic Plan](#).

The Individuals with Disabilities Education Act (IDEA) requires access to ethical administration of assessments used by a team to determine a student’s eligibility for special education services. In the face of critical local and national shortages of qualified school psychologists, the Utah State Board of Education (USBE) engaged in multiple meetings with stakeholders representing institutions of higher education and local education agencies (LEAs) and conducted a statewide survey with LEA special education leaders to clarify assessment needs and develop solutions. Recommendations from the Utah Association of School Psychologists (UASP) and the National Association of School Psychologists (NASP) were also considered.

The USBE Special Education Eligibility Evaluator (SpEd-EE) endorsement meets the state education agency responsibility to identify pathways for Professional Special Educators to develop appropriate skills in ethical administration and interpretation of a specific set of standardized assessments (see Appendix B).

The SpEd-EE endorsement attaches to a Utah educator’s Professional level license who also holds a Professional license area of concentration in Special Education (K-12+), Preschool Special Education (Birth - age 5), Speech Language Pathology, School Counseling, or School Social Work including a minimum of **three** years of related field experience. The SpEd-EE endorsement requires two additional years of Masters level professional learning and supervised practicum and identifies its holder as possessing the qualifications required to administer and interpret a specific set of standardized assessments to aid school teams in the determination of a student’s eligibility for special education services under the IDEA.

The *Handbook for the Special Education Eligibility Evaluator (SpEd-EE) Endorsement* outlines the standards (see Appendix A) and process required for participants to earn the endorsement as well as the roles and responsibilities of Site Mentor Supervisors (see Appendix D), Special Education Directors, building administrators (see Appendix F), and SpEd-EE candidates (see Appendix C).

Please note: Each LEA is responsible to ensure all staff involved in assessing students for the purpose of determination of a student’s eligibility for special education services under the IDEA meet the requirements outlined in the USBE Special Education Rules. While additional professional learning, degrees, certificates, and endorsements increase skills and expertise may qualify an educator to perform additional tasks and duties, each educator is responsible to know, understand, and work within the scope of his/her license area and endorsement(s).

## Acknowledgments

The USBE expresses gratitude to these individuals for making this endorsement possible.

- Ryan Burke, *Special Education Director, Alpine School District*
- Russell Carter, *Beaver School District*
- Brent Coffman, *Special Education Coordinator, Nebo School District*
- Tracey Curtis, *Carbon School District*
- Casey Dupart, *MTSS Specialist, Utah State Board of Education, President Elect of Utah Association of School Psychologists (UASP)*
- Zachery Engle, *Alpine School District*
- David Forbush, *Director, Utah Professional Development Network*
- Kim Fratto, *Assistant Director of Special Education, Utah State Board of Education*
- Jennifer Howell, *Executive Director, CSPED*
- Judith Johnston, *Valley Academy*
- Timothy Marriott, *Iron School District*
- Ann-Michelle Neal, *Assessment & Accountability Specialist, Utah State Board of Education, UASP Treasurer, USAP Past President*
- Emily Nordfelt, *Program Specialist, Utah State Board of Education*
- Ellen Palsson, *Alpine School District*
- Aaron Peterson, *Special Education Director, South Sanpete School District*
- Edward Schultz, *Special Education Associate Professor, Midwestern State University Texas*
- Amy Taylor, *Alpine School District*
- Shawn Thompson, *Granite School District*
- Julie Thornton, *Alpine School District*
- Marietta Veeder, *Technical Assistant Behavior Specialist, Box Elder School District, Adjunct Faculty, Utah State University*
- Cassie Wright, *Alpine School District*

## Purpose and Philosophy

---

The purpose of the Special Education Eligibility Evaluator (SpEd-EE) endorsement is to assist school teams in determining the presence of a disability as defined by the USBE Special Education Rules (USBE SERs). An individual with a SpEd-EE endorsement must adhere to the standards of practice as outlined by the USBE SERs and this Handbook. The endorsement qualifies an individual to administer, score, and interpret a **specific** set of standardized assessments (see Appendix B). The endorsement **does not allow** the holder to:

- Practice psychology;
- Act as a psychologist in any context;
- Represent oneself as a psychologist in any context; or
- Administer, score, and interpret assessments requiring training above or in addition to what is provided and outlined in the handbook.

The [Standards of the Special Education Eligibility Evaluator \(SpEd-EE\)](#) listed in Appendix A outline the basic requirements of SpEd-EE endorsement candidates and are based on the Council of Exceptional Children (CEC)'s [Advanced Specialty Set: Special Education Diagnostician Specialist](#) as well as adaptations of the Texas Administrative Code Rule §239.83 providing additional descriptors for the standards.

## Endorsement Requirements

---

The SpEd-EE endorsement includes standards-based coursework, a Practicum Portfolio, and two academic years of supervised practicum (180 hours). To develop competency in the standards, SpEd-EE candidates are required to complete 160 hours of supervised practicum (see Appendix G, and Appendix H) including writing a minimum of six reports in conjunction with specific coursework in year one. Candidates in year two are required to demonstrate competency with 20 additional direct supervision hours of practicum (see Appendix I) submitting a minimum of two evaluation reports to their Site Mentor Supervisor for feedback and approval.

The endorsement is awarded based on the recommendation of the local school administrator in consultation with the local Special Education Director and the Site Supervising Mentor. At the time of recommendation, after coursework and **two full academic years of practicum**, the candidate must have completed a minimum of **five years experience** in the license area of concentration and the Practicum Portfolio. The candidate and the Special Education Director and/or building administrator use evidence from the completed Practicum Portfolio in conversations with the SpEd-EE candidate prior to issuing letters of recommendation at the end of the second academic year in the cohort.

## Preparatory Coursework Requirements

A minimum of twelve semester credit hours **approved by a USBE review of transcripts** of the following undergraduate- or graduate-level coursework or equivalent is required:

- Assessment **or** Eligibility and Assessment **or** Measurement and Assessment **or** Behavior Assessment and Intervention **or** Curriculum Design Evaluation and Assessment **or** equivalent course (3). *\*Course required prior to application.*
- Introduction to Statistics **or** Statistics **or** Research and Design **or** Predictive Analytics **or** Statistical Methods **or** Research Methods (3) **or** Psychological Statistics (4) **or** equivalent course. *\*Course required prior to application.*
- Child Development **or** Learning Theory **or** Educational Psychology **or** Abnormal Psychology **or** equivalent course (3). *\*Course can be taken concurrently with the graduate coursework.*
- Special Education Law **or** Policies and Procedures in Special Education **or** equivalent course (3). *\*Course can be taken concurrently with the graduate coursework.*

*NOTE: Graduate-level preparatory coursework is authorized but does not fulfill the endorsement's additional twelve hours of specific graduate-level assessment and ethics coursework.*

## Graduate-Level Coursework Requirements

Twelve hours of specific graduate-level coursework completed with a grade of “B” or better including 80 coursework required practicum hours supervised by university faculty.

- Individual Assessment 1: Theoretical Foundations of Cognitive Assessment (3) (Includes 40 hours of university-supervised practicum)
- Individual Assessment 2: Theoretical Foundations of Academic Assessment (3) (Includes 40 hours of university-supervised practicum)
- Foundations of Ethics and Practice Standards (3)
- Special Topics: Assessment-Driven Instructional Design (3)

*NOTE: Each graduate-level course passed with a “B” or better at Midwestern State University may qualify for a \$500 tuition reimbursement from the USBE.*

## Practicum Portfolio Requirements

Initial Practicum Portfolio requirements are outlined in the syllabi of the Individual Assessment 1 and Individual Assessment 2 coursework and are guided and assessed by university faculty and must demonstrate proficiency in each of the USBE SpEd-EE endorsement standards being taught. The University, upon approval from the USBE, may develop and implement specific criteria and procedures to allow candidates to substitute related professional learning and/or experience directly related to the standards.

The Practicum Portfolio also documents additional field-based experiences supervised by the Site Mentor Supervisor focused on actual experiences with each of the SpEd-EE standards including

experiences with students from racially, ethnically, culturally, and linguistically diverse families and communities of lower socioeconomic status, grade levels, and campuses.

The candidate and Site Mentor Supervisor use the Practicum Portfolio to guide conversations and plan experiences. The Site Mentor Supervisor’s initials signify verification of the candidate’s competency through the candidate’s portfolio which includes but is not limited to:

- Practicum hours documentation and personal reflection about progress and needed growth
- Record of direct observations and subsequent discussions with feedback
- Standards-focused conversations records with the Site Mentor Supervisor, Special Education Director, and building administrators
- Completed evaluation reports
  - Minimum of three passing evaluation reports during Individual Assessment 1;
  - Minimum of three passing evaluation reports during Individual Assessment 2;
  - Minimum of two passing evaluation reports during year two with one reporting on specific learning disability (SLD) and one reporting on a different disability category;
- Additional artifacts including passing mid-term and final grades

## Practicum Hours Requirements

Practicum Timeline	University Faculty	Site Mentor Supervisor	Total hours
Year 1: Individual Assessment 1 (Fall Semester)	coursework and 40 practicum hours with feedback from university	40 additional hours: 16 hours direct 24 hours indirect	<b>80 hours</b>
Year 1: Individual Assessment 2 (Spring Semester)	coursework and 40 practicum hours with feedback from university	40 additional hours: 16 hours direct 24 hours indirect	<b>80 hours</b>
Year 2:		20 hours direct supervision including submission of two evaluation reports to Site Mentor Supervisor for feedback and approval	<b>20 hours</b>
End of cohort’s two full academic years:	Verified by course grades of “B” or better	Verified by Year 1 Standards Tracker, Year 2 Standards Tracker, Year 2 Assurances	<b>180 hours</b>



## Site Mentor Supervisor and SpEd-EE Candidate Practicum Requirements

NOTE: A SpEd-EE candidate without the Professional SpEd-EE endorsement may not administer tests without direct supervision of the Site Mentor Supervisor.

### Year One Requirement

- Complete 80 hours of practicum supervised by the Site Mentor Supervisor and verified by a *Year 1 Standards Tracker* form signed by the Candidate and Site Mentor Supervisor totaling 32 hours of direct supervision and 48 hours of indirect supervision.
- Complete 80 hours of practicum supervised by university faculty with a minimum of six reports.

Examples of Site Mentor Supervisor **Year 1 indirect** supervision: practice administering unofficial tests to non-LEA persons, practice scoring, interpretation, and writing draft reports, etc.

Examples of Site Mentor Supervisor **Year 1 direct** supervision: practice administering unofficial tests to non-LEA persons with the Site Mentor Supervisor observing via video conference, talk through scoring, interpretation, and writing a report, attending IEP meetings to observe Site Mentor Supervisor in assessment conversations, etc.

### Year Two Requirement

- Complete an additional 20 hours of practicum with direct supervision by the Site Mentor Supervisor and verified by a *Year 2 Standards Tracker* form signed by the Candidate and Site Mentor Supervisor.
- Complete a minimum of two individual independent reports supervised by the Site Mentor Supervisor during the year two practicum. One report is an evaluation for specific learning disability (SLD) and the other report is an evaluation for a different disability category.

Examples of Site Mentor Supervisor **Year 2 direct** supervision: administer an official test to an LEA student with the Site Mentor Supervisor observing via video conference, complete the scoring, interpretation and report writing, etc.

The candidate's Site Mentor Supervisor indicates successful completion of the evaluation reports in the Year 2 Assurances form.

## SpEd-EE Candidate Placement Requirements and Procedures

---

The candidate in cooperation with the Special Education Director places considerable importance on the availability and support of a Site Mentor Supervisor. The Site Mentor Supervisor is a licensed school psychologist who meets USBE requirements for mentoring and supervision of practicum candidates and has LEA support to dedicate the needed work time for supervision and mentoring. See Appendix C for detailed roles and responsibilities.

## Approval of the Local Education Agency (LEA)

In preparation for the practicum placement, the candidate must have formal approval from the LEA Special Education department in which the candidate wishes to complete the supervised practicum. Written approval from the building site administrator is also required. The candidate contacts the LEA Director of Special Education, unless otherwise directed, and requests information on the process necessary for LEA approval to complete the supervised practicum in the LEA. (See Appendix E.) **This process must be completed before the supervised practicum begins.**

## Site Mentor Supervisor Agreement

Once the candidate receives LEA approval, a USBE-qualified Site Mentor Supervisor must be assigned to supervise the candidate throughout the cohort experience. The SpEd-EE Acknowledgment Form in Appendix E must be signed, submitted to the USBE, **and approved by USBE prior to acceptance into the cohort.** Upon acceptance into the cohort, a copy of the approved agreement must be provided to the university faculty.

## Site Mentor Supervisor Expectations

---

The Site Mentor Supervisor may not supervise or be listed as a supervisor for more than two SpEd-EE candidates at one time. See the Site Mentor Supervisor Practicum Requirements section for examples of supervision.

The Site Mentor Supervisor provides the candidate with direct and indirect supervision with a wide range of field experiences directly related to the SpEd-EE endorsement standards providing frequent and systematic formal and informal feedback. See Appendix D for specific roles and responsibilities.

	Direct Supervision	Indirect Supervision
Year 1	32 hours	48 hours
Year 2	20 hours	

- **Direct supervision** means the Site Mentor Supervisor provides guidance via an onsite, in-view observation; video; or face-to-face meeting while an assigned activity is performed by the endorsement candidate.
- **Indirect supervision** for the remaining hours means the Site Mentor Supervisor may collaborate and guide through web-based activities (i.e., live chats, video observation, teleconferencing, report writing, self-reflection, logs, individual meetings, etc.).
- **Field experiences guidance** means the Site Mentor Supervisor works closely with the candidate to build on the skills learned and provides appropriate supervision for tasks (e.g. sample test administration, scoring, interpretation, and report writing).

Informal and formal feedback occurs throughout the two academic years by examining the Practicum Portfolio and discussing the SpEd-EE standards with the candidate. The Site Mentor Supervisor periodically reviews the SpEd-EE candidate's Practicum Portfolio and signs the Year 1 Standards Tracker form (see Appendix G), Year 2 Standards Tracker form (see Appendix H), and Year 2 Assurances form (see Appendix I) as evidence of candidate's completion of practicum tasks.

Official reports written by the candidate used for the purpose of determining student eligibility for Special Education services must be reviewed and signed by the Site Mentor Supervisor throughout the two year process. The SpEd-EE candidate is expected to identify him/herself as working under the supervision of a licensed school psychologist (Site Mentor Supervisor) until all SpEd-EE endorsement requirements are met and the Professional SpEd-EE endorsement is added to the candidate's Professional license area of concentration.

### **Site Mentor Supervisor Qualifications**

Site Mentor Supervisors must hold a current Utah Professional license with a School Psychology or Psychology license area of concentration with **at least three years of experience**, as well as competency and experience in the roles and responsibilities of Special Education evaluation and assessment. LEA commits to supporting needed Site Mentor Supervisor time.

### **Site Mentor Supervisor Evaluation**

Evaluation of a Site Mentor Supervisor is conducted on a case-by-case basis by USBE. Generally, the Site Mentor Supervisor has been identified well in advance of the clinical experience and has been determined to have the requisite dispositions and professional licensure.

### **Orientation Information for Site Mentor Supervisor**

Within the first weeks of the cohort start, each Site Mentor Supervisor is provided a web-based orientation covering the contents of the Handbook and introduction to the performance evaluations completed during the cohort experience. Documentation of the Site Mentor Supervisor's attendance is placed in the candidate's file. Professional learning may also be provided throughout the semester by the university faculty as needed.

### **SpEd-EE Candidate Remediation Policies and Procedures**

---

A Site Mentor Supervisor or university faculty who believes a candidate is not making satisfactory progress or meeting SpEd-EE standards or university standards should discuss the situation with the candidate. If the faculty member or Site Mentor Supervisor believes the candidate's performance cannot improve to acceptable standards, the faculty member should make recommendations in line with university protocol for such situations.

If an applicant is unable to successfully pass off his/her evaluation reports in year two, an extension may be granted. Extensions beyond two years is not allowed.

## SpEd-EE Process Forms and Phases

---

### Process Forms

- SpEd-EE Packet (Handbook; SpEd-EE endorsement form; cohort application instructions)
- Acknowledgment form (see Appendix E)
- Principal Notification form (see Appendix F)
- Year 1 Standards Tracker form (see Appendix G)
- Tuition Reimbursement Request form (see Appendix L)
- Year 2 Standards Tracker form (see Appendix H)
- Year 2 Assurances form (see Appendix I)
- Request for Letter of Recommendation form (see Appendix J)

### SpEd-EE Process Phases

#### *Applicant Phase*

1. Applicant expresses interest by requesting SpEd-EE Packet
2. USBE adds applicant to USBE tracking and posts comment in CACTUS
3. USBE sends **SpEd-EE Packet** (Handbook, endorsement form, and application instructions)
4. Applicant returns endorsement form, and submits transcripts before July 1
5. USBE validates License Area of Concentration and three years and **sends** Review Results (courses needed) and SpEd-EE Acknowledgment form before August 1 with instructions for applying to Midwestern State University
6. Applicant returns **SpEd-EE Acknowledgment** form
7. USBE vets the SpEd-EE Acknowledgment form by September 1

#### *Candidate Phase Start Year 1*

1. To transition the applicant to participation phase, USBE sends a **cohort acceptance letter** with the transcript review results, expectations and SpEd-EE standards
2. USBE forwards vetted SpEd-EE Acknowledgment form to Midwestern State University
3. USBE send candidate **Year 1 Standards Tracker form**
4. USBE provides Professional Learning for Site Mentor Supervisors
5. Fall Semester: Candidate signs up for Midwestern State University course 1 with 40 practicum hours aligned to coursework an additional 40 practicum hours with Site Mentor Supervisor

### ***Candidate Phase Mid Year 1***

1. Spring Semester: Candidate signs up for Midwestern State University course 2 with 40 hours and does additional 40 practicum hours with Site Mentor Supervisor

### ***Candidate Phase End Year 1***

2. USBE sends **Tuition Reimbursement Request** form to candidate
3. Optional: End of Spring Semester: Candidate can return Tuition Reimbursement Request for USBE to process with receipts and official transcripts and USBE sends **Tuition Reimbursement invoice** to TAESE to process reimbursement
4. Candidate meets with Site Mentor Supervisor for sign-off on Year 1 Standards Tracker form
5. Site Mentor Supervisor returns Year 1 Standards Tracker form to USBE
6. USBE posts Associate SpEd-EE endorsement - candidate SpEd-EE work continues to be supervised

### ***Candidate Phase Start Year 2***

1. USBE sends candidate **Year 2 Standards Tracker form**
2. Summer Semester: Candidate signs up for Midwestern State University courses 3 and 4
3. Fall through Spring Semester: Candidate does 20 hours direct supervision practicum

### ***Candidate Phase End Year 2***

1. Optional: USBE sends updated Tuition Reimbursement form to candidate
2. Optional: candidate returns Tuition Reimbursement Request with receipts to USBE
3. Candidate sends official transcripts
4. USBE sends **Year 2 Assurances** form to candidate
5. USBE sends Letter of Recommendation request to Administrator
6. Candidate meets with Site Mentor Supervisor for final sign-off on Year 2 Standards Tracker form and Year 2 Assurances form
7. Site Mentor Supervisor returns Year 2 Standards Tracker form to USBE
8. Candidate meets with Administrator to sign Year 2 Assurances
9. Administrator meets with SpEd Director and Site Mentor Supervisor to discuss recommendation for the endorsement
10. Administrator returns Year 2 Assurances form and Letter of Recommendation to USBE
11. USBE reviews transcripts, all forms, recommendation letter, etc.
12. USBE posts Professional SpEd-EE endorsement

## Resources

---

Additional helpful resources:

- [USBE Least Restrictive Behavioral Interventions \(LRBI\) Technical Assistance \(TA\) Manual](#)
  - (<https://schools.utah.gov/specialeducation/resources/behavior>)
- [USBE Special Education Rules \(USBE SERs\)](#)
  - Aug 2020 update may be available at <https://www.schools.utah.gov/administrativerules/documentsincorporated>
- [USBE Specific Learning Disability \(SLD\) Guidelines](#)
  - (<https://www.schools.utah.gov/file/11ca5c18-6bd2-4ead-9dd4-dbcff2584b04>)

## Appendix A: SpEd-EE Standards

---

Utah adapted the [Council for Exceptional Children's Advanced Specialty Standards for Education Diagnostician Specialists](#) with additional descriptors adapted from Texas Administrative Code Rule §239.83. The knowledge and skills identified must be used by an educator preparation program in the development of curricula and coursework and by the USBE as the basis for developing the Practicum Portfolio required to obtain the SpEd-EE endorsement. These standards also serve as the foundation for the professional growth plan and continuing professional learning activities required for completion of the endorsement.

### Standard 1: Assessment

The SpEd-EE professional administers and interprets appropriate formal and informal assessments and evaluations.

#### Knowledge

SEDS.1.K1. Standards of reliability and validity related to individual test measures

The SpEd-EE professional knows and understands

- A. Standards for test reliability
- B. Standards for test validity

SEDS.1.K2. Procedures used in standardizing assessment instruments

The SpEd-EE professional knows and understands

- A. Procedures used in standardizing assessment instruments

SEDS.1.K3. Standard error of measurement related to individual test measures

The SpEd-EE professional knows and understands

- A. The meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation)

SEDS.1.K4. Use and limitations of portfolios in assessment

The SpEd-EE professional knows and understands

- A. Uses and limitations of various types of assessment data
- B. Basic terminology used in assessment and evaluation

SEDS.1.K5. Sources of test error

The SpEd-EE professional knows and understands

- A. Possible sources of test error

SEDS.1.K6. Uses and limitations of assessment information

The SpEd-EE professional knows and understands

- A. Uses and limitations of each type of assessment instrument
- B. Uses and limitations of various types of assessment data
- C. Basic terminology used in assessment and evaluation

- D. The appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines)

SEDS.1.K7. Achievement assessment measures

The SpEd-EE professional knows and understands

- A. The role and limitations of academic assessment as part of a comprehensive evaluation in the determination of eligibility for special education and related services

SEDS.1.K8. Cognitive assessment measures

The SpEd-EE professional knows and understands

- A. The role and limitations of cognitive assessment as part of a comprehensive evaluation in the determination of eligibility for special education and related services
- B. The implications of ethical administration and interpretation of cognitive assessment

SEDS.1.K9. Language assessment measures

The SpEd-EE professional knows and understands

- A. The role and limitations of language assessment as part of a comprehensive evaluation in the determination of eligibility for special education and related services
- B. How language acquisition impacts assessment choice and student performance

SEDS.1.K10. Motor skills assessment measures

The SpEd-EE professional knows and understands

- A. Methods of motor skills assessment

SEDS.1.K11. Social, emotional, and behavior assessment measures

The SpEd-EE professional knows and understands

- A. Requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans that incorporate positive behavioral supports and interventions

SEDS.1.K12. Vocational and career assessment measures

The SpEd-EE professional knows and understands

- A. Methods of academic and nonacademic (e.g., vocational, transition, developmental, assistive technology) assessment and evaluation

**Skills**

SEDS.1.S1. Select and use formal and informal observation measures

The SpEd-EE professional can

- A. Use a variety of observation techniques
- B. Use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need



SEDS.1.S2. Select and use formal and informal functional assessment measures

The SpEd-EE professional can

- A. Assess and interpret information using formal/informal instruments and procedures in the areas of cognitive, adaptive behavior, and academic skills in accordance with the publisher's administrator requirements
- B. Use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need

SEDS.1.S3. Assess basic academic skills formally and informally

The SpEd-EE professional can

- A. Assess and interpret information using formal/informal instruments and procedures in the areas of academic skills in accordance with the publisher's administrator requirements
- B. Use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need

SEDS.1.S4. Select, administer, and score assessment instruments accurately

The SpEd-EE professional can

- A. Score assessment and evaluation instruments accurately in accordance with the publisher's administrator requirements
- B. Conduct evaluations and other professional activities consistent with the requirements of laws, rules, regulations, and local district policies and procedures
- C. Select or modify assessment procedures to ensure nonbiased results
- D. Determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology

SEDS.1.S5. Analyze error patterns

The SpEd-EE professional can

- A. Determine a student's needs in various curricular areas and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results

SEDS.1.S6. Prepare comprehensive assessment reports

The SpEd-EE professional can

- A. Prepare assessment reports
- B. Create and maintain assessment reports
- C. Gather background information regarding the academic, family, and medical history (in accordance with the USBE SERs) of a student with a disability or a student referred for evaluation of a suspected disability

SEDS.1.S7. Employ assistive technology in the assessment process

The SpEd-EE professional can

- A. Access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities and the assistive technology needs of those students

SEDS.1.S8. Select accommodations and modifications based on assessment results

The SpEd-EE professional can

- A. Make recommendations based on assessment and evaluation results
- B. Use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments

SEDS.1.S9–S10. Facilitate progress monitoring; use progress monitoring data to develop and revise individual goals

The SpEd-EE professional can

- A. Explain the necessity of monitoring the progress of individuals with disabilities to team members
- B. Use progress monitoring and formative assessment data to inform instructional planning
- C. apply instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services
- D. Collaborate with teams to identify techniques for accommodating and/or modifying instructional methods and materials for individuals with disabilities

### **Standard 3: Programs, Services, and Outcomes**

The SpEd-EE professional understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

#### **Knowledge**

SEDS.3.K1–K2. Assessment procedures that address all disabilities; variability of individuals within each category of disability

The SpEd-EE professional knows and understands

- A. Educational implications of various disabilities
- B. the variation in ability exhibited by individuals with specific disabilities
- C. Characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities

SEDS.3.K3. Over- and underrepresentation of individuals with cultural and linguistic diversity referred for assessment

The SpEd-EE professional knows and understands

- A. Issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds

- B. Characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse
- C. Issues related to the representation in special education of populations that are culturally and linguistically diverse
- D. Ways in which native language and diversity may affect evaluation

SEDS.3.K4. Characteristics of individuals with exceptional learning needs that affect the development of programs and services

The SpEd-EE professional knows and understands

- A. The relationship between evaluation and placement decisions
- B. The role of team members, including the student when appropriate, in planning an individualized program
- C. Strategies that are responsive to the diverse backgrounds and specific disabilities of individuals in relation to evaluation, programming, and placement

### **Skills**

SEDS.3.S1. Synthesize information from multiple perspectives in developing a program assessment plan

The SpEd-EE professional can

- A. Identify the relationship between evaluation and placement decisions
- B. Collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities
- C. Apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities
- D. Use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment
- E. Recognize how student diversity and specific disabilities may affect evaluation, programming, and placement and use procedures that ensure nonbiased results
- F. Individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment)

### **Standard 4: Research and Inquiry**

The SpEd-EE professional understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

### **Knowledge**

SEDS.4.K1. Best practices in research-based assessment

The SpEd-EE professional knows and understands

- A. How to select and use assessment and evaluation materials based on technical quality and individual student needs

SEDS.4.K2. Resources and methods that address student learning, rates, and learning styles

The SpEd-EE professional knows and understands

- A. Varied learning styles of individuals with disabilities
- B. Implement time-management strategies and systems appropriate for various educational situations and environments

### **Skills**

SEDS.4.S1. Evaluate assessment techniques based on learning theories

The SpEd-EE professional can

- A. Understand the research regarding learning theories and how the application and interpretation of learning theories can impact assessment procedures

## **Standard 5: Leadership and Policy**

The SpEd-EE professional understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

### **Knowledge**

SEDS.5.K1. Laws and policies related to assessing individuals with exceptional learning needs

The SpEd-EE professional knows and understands

- A. State and federal regulations relevant to the role of the SpEd-EE professional
- B. Laws and legal issues related to the assessment and evaluation of individuals with educational needs
- C. Legal and regulatory timelines, schedules, deadlines, and reporting requirements
- D. Methods for organizing, maintaining, accessing, and storing records and information
- E. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities

SEDS.5.K2. Emerging issues and trends that influence assessment

The SpEd-EE professional knows and understands

- A. How legal, social, cultural, and socioeconomic issues impact and influence student performance and assessment administration and interpretation

SEDS.5.K3. Implication of multiple factors that influence the assessment process

The SpEd-EE professional knows and understands

- A. How teacher attitudes and behaviors can influence the behavior of individuals with disabilities
- B. Social skills needed for school, home, community, and work environments
- C. Strategies for crisis prevention, intervention, and management
- D. Strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world

SEDS.5.K4. Models, theories, and philosophies that form the basis of assessment

The SpEd-EE professional knows and understands

- A. Models, theories, and philosophies that provide the basis for special education evaluations

SEDS.5.K5. Issues in general and special education that affect placement decisions for individuals with exceptional learning needs

The SpEd-EE professional knows and understands

- A. Issues, assurances, and due process rights related to evaluation, eligibility, and placement in the least restrictive environment within a continuum of services

SEDS.5.K6. Policy and research implications that promote recommended practices in assessment

The SpEd-EE professional knows and understands

- A. Rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs

### **Skills**

SEDS.5.S1. Design and evaluate procedures for effective participation in school, system, and statewide assessments

The SpEd-EE professional can

- A. Use assessment and evaluation information to plan individualized programs, establish measurable annual goals and objectives, and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds
- B. Interpret and use assessment and evaluation data for targeted instruction and ongoing review
- C. Assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings

### **Standard 6: Professional and Ethical Practice**

The SpEd-EE professional understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

### **Knowledge**

SEDS.6.K1. Qualifications to administer and interpret test results

The SpEd-EE professional knows and understands

- A. Qualifications necessary to administer and interpret various instruments and procedures
- B. Comply with local, state, and federal monitoring and evaluation requirements

SEDS.6.K2. Organizations and publications relevant to the field of educational diagnosticians.

The SpEd-EE professional knows and understands

- A. Organizations and publications relevant to the field of educational diagnosticians

SEDS.6.K3. Ethical considerations relative to assessment.

The SpEd-EE professional knows and understands

- A. Ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities
- B. Ethical practices related to assessment and evaluation
- C. Demonstrate positive regard for the culture, gender, and personal beliefs of individual students
- D. The importance of promoting and maintain a high level of competence and integrity in the practice of the profession
- E. Exercise objective professional judgment in the practice of the profession
- F. Ethical considerations inherent in behavior interventions

### **Skills**

SEDS.6.S1. Respect individual privacy and confidentiality

The SpEd-EE professional can

- A. Identify the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement in the least restrictive environment within a continuum of services
- B. Select, adapt, or design forms to facilitate planning, scheduling, and time management
- C. Maintain eligibility folders
- D. Use technology appropriately to organize information and schedules

SEDS.6.S2. Participate in professional development activities

The SpEd-EE professional can

- A. Participate in the activities of professional organizations in the field of educational diagnosis

SEDS.6.S3. Cite all sources of reported information

The SpEd-EE professional can

- A. Use copyrighted educational materials in an ethical manner

SEDS.6.S4–S5. Inform individuals of the purpose of evaluation, rationale, and timelines for completion; provide assessment results in a clear, cohesive, and timely manner

The SpEd-EE professional can

- A. Articulate the purpose of evaluation procedures and their relationship to educational programming
- B. Use appropriate communication skills to report and interpret assessment and evaluation results in a manner that facilitates understanding and collaborative team decision-making

SEDS.6.S6. Update skills necessary to provide effective assessment

The SpEd-EE professional can

- A. Engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues
- B. Demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities

## **Standard 7: Collaboration**

The SpEd-EE professional develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

### **Knowledge**

SEDS.7.K1. Roles of various agencies within the community

The SpEd-EE professional knows and understands

- A. The roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and
- B. Family systems and the role of families in supporting student development and educational progress
- C. Strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner
- D. Concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;
- E. Strategies for developing educational programs for individuals through collaboration with team members

### **Skills**

SEDS.7.S1. Communicate with team members to determine assessment needs

The SpEd-EE professional can

- A. Communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel
- B. Communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities

SEDS.7.S2. Communicate with team members to review assessment results

The SpEd-EE professional can

- A. Effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments
- B. Understand the role of team members, including the student when appropriate, in planning an individualized program
- C. Collaborate with teams to identify curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities

- D. Collaborate with teams to identify functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work)
- E. Recognize the supports that may be needed for integration into various program placements
- F. Interpret and use assessment and evaluation data for instructional planning

SEDS.7.S3. Assist with pre-referral interventions and strategies

The SpEd-EE professional can

- A. Assist with procedures for screening, prereferral, including Rtl (e.g., response to intervention/multi-tiered support), referral, and eligibility
- B. Foster respectful and beneficial relationships between families and education professionals
- C. Encourage and assist individuals with disabilities and their families to become active participants in the educational team
- D. Collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments
- E. Assist others who collect informal and observational data
- F. Use collaborative strategies in working with individuals with disabilities, parents/ caregivers, and school and community personnel in various learning environments
- G. Plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers
- H. Identify key concepts in behavior intervention (e.g., least intrusive accommodations/ modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies)
  - a. Conduct functional behavioral assessments
  - b. Assist in the development of behavioral intervention plans
  - c. Participate in manifestation determination review

SEDS.7.S4. Assist teachers in interpreting data, including large-scale and individual assessments

The SpEd-EE professional can

- A. Assist others who collect informal and observational data

SEDS.7.S5. Use interagency collaboration in planning intervention

The SpEd-EE professional can

- A. Keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program [Evaluation/IEP] meetings, parent/guardian communications, and notifications)
- B. Use collaborative strategies in working with individuals with disabilities, parents/ caregivers, and school and community personnel in various learning environments
- C. Caregivers, and school and community personnel in various learning environments
- D. Plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers



## Appendix B: SpEd-EE Approved Assessments

---

### Achievement

- Kaufman Test of Educational Achievement (KTEA-3)
- Wechsler Individual Achievement Test-Third Edition (WIAT-3)
- Woodcock-Johnson IV Tests of Achievement (WJ IV ACH)

### Behavioral

- Behavior Assessment System for Children, Third Edition (BASC-3)
- Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)

**PLEASE NOTE:** *The behavior assessments listed are approved for administration under the SpEd-EE endorsement as screeners. They are intended to rule out behavior as a reason for the suspected disability or to determine if markers are present requiring further evaluation from a qualified mental health provider to determine eligibility under the IDEA.*

*The term **mental health provider** means “means an individual who has the requisite training and licensure and functions in the role of providing developmental and mental health information to the school evaluation team consistent with the individual’s professional license. This person could be the student’s psychologist, school psychologist or social worker.” USBE SER I.E.38. (Aug 2020)*

*The assessment of emotional disturbance, for educational purposes, using psychological techniques and procedures is generally considered the practice of psychology. When a student is suspected of having an emotional disturbance, a school psychologist/psychologist is a required member of a team of qualified professionals charged with the identification of these students.*

### Cognitive

- Test of Nonverbal Intelligence Fourth Edition (TONI-4)
- Universal Nonverbal Intelligence Test (UNIT)
- Universal Nonverbal Intelligence Test – Second Edition (UNIT2)
- Woodcock-Johnson IV Tests of Cognitive Abilities (WJ-IV COG)

### Language

- Woodcock Muñoz Language Survey III (WMLS III)

### Mathematics

- KeyMath-3 Diagnostic Assessment

### Reading

- Gray Oral Reading Tests - Fifth Edition (GORT - 5)
- Test of Phonological Awareness Second Edition Plus (TOPA-2+)
- Test of Word Reading Efficiency – Second Edition (TOWRE-2)

- Woodcock Reading Mastery Tests - Revised Normative Update (WRMT-R/NU)
- Woodcock Reading Mastery Tests, Third Edition (WRMT-III)

Assessments not listed above may be administered, scored, and interpreted in accordance with each assessment's evaluator qualifications and administration instructions as outlined by the publisher and the *Standards for Educational and Psychological Testing*. LEAs must ensure and document all evaluators meet the publishers' administrator/interpreter/user requirements (e.g., appropriate degree, higher education coursework in tests and measures, and supervised practice) (34 CFR §300.304(c)(1)(v); USBE SER II.F.1.d.(6)(a); AERA, APA, NCME, 2014).

***PLEASE NOTE:*** *The Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) is not on the list of approved assessments as the publisher has indicated the acceptable standards for practice require this assessment to be interpreted by a psychologist/school psychologist. It is permissible for the Utah SpEd-EE professional to administer and score the assessment under the direction of a psychologist/school psychologist. However, interpretation of this assessment can only be done by an individual holding a current USBE Educator License with a school psychology area of concentration or a psychology license through DOPL to be considered valid and in compliance with IDEA and USBE SER regulations.*

## Appendix C: SpEd-EE Candidate Roles and Responsibilities

---

The Utah SpEd-EE endorsement attaches to a USBE Professional Educator License with an area of concentration in Special Education (K-12+), Preschool Special Education (Birth - age 5), Speech Language Pathology, School Counseling, or School Social Work with a minimum of five years of experience. It identifies its holder as possessing the qualifications required to administer and interpret a specific set of standardized assessments. These assessments are used to aid school teams in the determination of a student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA).

### I. Amount of Supervision

- I. The SpEd-EE endorsement candidate shall
  - A. Complete 160 of the required 180 hours of practicum experience during the first year of the cohort and the remaining 20 hours during year two
  - B. Complete 80 documented hours of practicum experience related to the SpEd-EE standards during the Individual Assessment 1 course and 80 documented hours of practicum experience during the Individual Assessment 2 course. The field-based practicum should reflect actual experiences aligned to the USBE SpEd-EE standards under the supervision of a school psychologist who meets the USBE Site Mentor Supervisor requirements
  - C. Receive weekly contact with the university faculty and at least biweekly contact with the Site Mentor Supervisor
    1. A minimum of 50% of the supervised practicum hours will be onsite under the direction of the Site Mentor Supervisor during the **Individual Assessment 1 course**. At least 20% (16 hours) should be under direct supervision.
    2. A minimum of 50% of the supervised practicum hours will be onsite under the direction of the Site Mentor Supervisor during the **Individual Assessment 2 course**. At least 20% (16 hours) should be under direct supervision.
    3. Direct supervision means the Site Mentor Supervisor provides guidance via an onsite, in-view observation; video; or face-to-face meeting while an assigned activity is performed by the endorsement candidate.
    4. The remaining supervision and guidance will be provided in conjunction with the university faculty through web-based activities (i.e., live chats, video observation, teleconferencing, report writing, self-reflection, logs, individual meetings, etc.).
    5. Competencies will be demonstrated through a student portfolio which will include the documentation of practicum hours, logs, reports, artifacts, and midterm and final exams

- D. Receive more supervision depending on the needs, experience, and skills of the endorsement candidate. This is determined on an individual basis in collaboration with the Site Mentor Supervisor and the university faculty based on the endorsement candidate's demonstrated performance

## **General Management**

- I. The SpEd-EE endorsement candidate **shall**
  - A. Always represent him/herself as a professional in training for a SpEd-EE endorsement working under the supervision and mentorship of a Site Mentor Supervisor who is a school psychologist
  - B. Review all formal and informal assessment/evaluation data with the supervising school psychologist for assistance with appropriate scoring and interpretation of results
  - C. Present information as directed by the Site Mentor Supervisor during an IEP meeting.
  - D. Only screen students for disorders or conduct assessments with assessment materials that he/she has the required training and credentials to do (or is currently in training to receive)
  - E. Only counsel or consult with the student, family, or others regarding the student's status, progress, or service with the Site Mentor Supervisor's express permission during the supervised practicum
  - F. Only perform assessments/evaluations on students or interpret results of assessments/evaluations for the purpose of determining eligibility under the supervision of the Site Mentor Supervisor during year two of the supervised practicum
- II. The SpEd-EE endorsement candidate **shall not**
  - A. Conduct assessments of students suspected of having a disability for the purpose of determining eligibility before completing the Individual Assessment 1 and 2 courses and the required 160 supervised practicum hours in year one
  - B. Represent him/herself as a psychologist in any context (i.e., school setting, outside consultation, formal documents, meetings, e-mail communication, etc.)
  - C. Participate in parent conferences, informal meetings, or any interdisciplinary team meeting for the purpose of interpreting assessment results without the presence of the Site Mentor Supervisor or other school psychologist or designee with the training and credentials required to interpret assessment results
  - D. Write, develop, or modify a student's individualized education program (IEP) based on assessment results outside of the team process and without the approval of the Site Mentor Supervisor
  - E. Disclose confidential information, either orally or in writing, to anyone without the Site Mentor Supervisor's review

- F. Independently, outside of a team process, determine student eligibility for services
- G. Independently, outside of a team process, dismiss a student from services
- H. Independently, outside of a team process, make referrals for additional services.

### **Ongoing Professional Learning**

- I. After being awarded the SpEd-EE endorsement, the SpEd-EE professional **shall**
  - A. Participate in up to five hours of annual USBE-approved professional learning to stay current on the core competencies outlined in the SpEd-EE Endorsement Handbook and with any changes in the field of practice. Professional learning may include
    - 1. Supporting instructional opportunities;
    - 2. Demonstrating professionalism and ethical practices;
    - 3. Supporting a positive learning environment;
    - 4. Communicating effectively and participating in the team process; and/or
    - 5. Instruction on administration of updated assessment materials
- 1. Present a minimum of twenty hours of ongoing professional learning directly related to the SpEd-EE endorsement at the time of re-licensure to renew this endorsement and continue practicing as a SpEd-EE professional

## Appendix D: Site Mentor Supervisor Roles and Responsibilities

---

A Site Mentor Supervisor is to fulfill roles as outlined in professional and state standards. They are also expected to adhere to the following supervision ratios, general management policies, and professional learning approved by the USBE.

### I. Supervision Ratios

- I. The Site Mentor Supervisor **shall**
  - A. Supervise no more than two endorsement candidates concurrently; although more than one psychologist may provide supervision for an endorsement candidate, the psychologist should not supervise more than two endorsement candidates
  - B. Have other responsibilities balanced with the supervisory responsibility for the endorsement candidate
  - C. Be included in discussions and decisions regarding the endorsement candidates whom he/she supervises
  - D. Consult with the LEA which shall determine the level of supervision necessary to ensure the supervising psychologist can reasonably accomplish these extra duties considering his or her current workload
  - E. Communicate with other supervisors on a regular basis when multiple supervisors are used

### II. General Management

- I. The Site Mentor Supervisor **shall**
  - A. Hold a current license in school psychology through the USBE and have been practicing for at least three years in an education related setting (*Graduate student interns are not eligible to supervise an endorsement candidate*)
  - B. Ensure the endorsement candidate only performs tasks within the approved job responsibilities of the LEA and works within the scope of practice of the candidate's current licensure and endorsements
  - C. Ensure the endorsement candidate completes the required practicum hours and tasks associated with each competency
  - D. Provide at least the minimum amount of supervision necessary for the endorsement candidate in the work setting and environment, as defined in the Site Mentor Supervisor Expectations section of this document
  - E. Document appropriate supervision of the endorsement candidate
  - F. Disclose as needed to students, parents, and staff that the endorsement candidate is working toward a USBE endorsement in assessment and evaluation under appropriate supervision
  - G. Be the assigned representative in all collaborative, interdisciplinary, and interagency meetings, correspondence, and reports during the practicum period

- H. Make recommendations to assist the endorsement candidate in the selection or inclusion/exclusion of various assessments
- I. Review each individual independent report the endorsement candidate completes during the year one practicum (a minimum of six reports) and give feedback for areas of strengths and areas needing improvement
- J. Review a minimum of two individual independent reports completed by the endorsement candidate during the year two practicum and give feedback for areas of strengths and areas needing improvement. One report must be an evaluation for specific learning disability (SLD) and the other report must be an evaluation for a different disability category
- K. Collaborate with team before referral, during assessment window, and after assessment is complete to offer guidance and expertise during the analysis of data
- L. Ensure ethical administration of assessments by the endorsement candidate during the practicum and include other professionals as appropriate
- M. Sign all formal documents (e.g., evaluation reports, IEPs, and reports). Indicate on the documents which activities were performed by the endorsement candidate
- N. Review and sign off on all informal progress notes prepared by the endorsement candidate
- O. Participate in conjunction with the University faculty in the performance appraisal of the endorsement candidate (i.e., attend all required meetings via web-based teleconference or in person)

### **III. Professional Learning**

- I. The Site Mentor Supervisor **shall**
  - A. Review the Utah Special Education Eligibility Evaluator (SpEd-EE) Endorsement Handbook and complete a USBE-approved professional learning orientation in supervision
  - B. Provide each endorsement candidate with an supportive onsite practicum experience to enable the candidate to meet the SpEd-EE standards before assuming the role of a SpEd-EE

# Appendix E: SpEd-EE Acknowledgment Form

SpEd-EE Acknowledgment of Practicum Support form

Cactus ID#: 0 \_\_\_\_\_

Submit via e-mail by August 1, 202X.

Date Requested: \_\_\_\_\_

Return to [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov).

## SpEd-EE Acknowledgment of Practicum Support for [last name], [first name] \_\_\_\_\_

1) SpEd-EE Candidate Name: [last name], [first name] \_\_\_\_\_

SpEd-EE Candidate E-Mail: \_\_\_\_\_

SpEd-EE Candidate Phone: \_\_\_\_\_

SpEd-EE Candidate CACTUS ID: 0 \_\_\_\_\_

NOTE: SpEd-EE Candidate must have a Utah Professional Educator license with a qualifying license area of concentration and at least three years of school experience. Your signature below acknowledges that you have received a copy of the USBE SpEd-EE Endorsement handbook outlining the requirements and you have read and fully understand the requirements and processes and agree to abide by the policies and procedures defined or referenced in the handbook.

The candidate has an obligation to inform the university supervisor if there are any questions or concerns regarding the content of the handbook.

Contact information if additional details are required: Department of Teacher Education: (940) 397-6203; Edward Schultz [edward.schultz@mwsu.edu](mailto:edward.schultz@mwsu.edu)

SpEd-EE Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### SpEd-EE Candidate SUPPORT Contacts:

Please supply the required contacts and signatures for Cohort Year One 2020-2021:

2) Special Education Director Name: \_\_\_\_\_

Special Education Director E-Mail: \_\_\_\_\_

Special Education Director Phone: \_\_\_\_\_

Special Education CACTUS ID: \_\_\_\_\_

NOTE: Please e-mail [edward.schultz@mwsu.edu](mailto:edward.schultz@mwsu.edu) with any concerns about the candidate's ability to fulfill the job of a Special Education Eligibility and Evaluation professional.

Special Education Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

3) Site Mentor Supervisor Name: \_\_\_\_\_

Site Mentor Supervisor E-Mail: \_\_\_\_\_

Site Mentor Supervisor Phone: \_\_\_\_\_

Site Mentor Supervisor CACTUS ID: \_\_\_\_\_

NOTE: Site Mentor Supervisor must have a Utah Professional Educator license with a School Psychologist license area of concentration and at least three years of school experience. Your signature below acknowledges that you have received a copy of the USBE SpEd-EE Endorsement handbook outlining the requirements and you have read and fully understand the requirements and processes and agree to abide by the policies and procedures defined or referenced in the handbook.

Site Mentor Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

4) LEA/Charter School Principal or Director Name: \_\_\_\_\_

[last name], [first name] will be able to complete the practicum requirements at school(s): \_\_\_\_\_

LEA/Charter School Principal or Charter Director E-Mail: \_\_\_\_\_

LEA/Charter School Principal or Charter Director Phone: \_\_\_\_\_

LEA/Charter School Principal or Charter Director CACTUS ID: \_\_\_\_\_

NOTE: LEA/Charter School Principal or Charter Director must provide the candidate with scheduled time complete 180 Practicum hours over two years. Your signature below acknowledges that you have received a copy of the USBE SpEd-EE Endorsement handbook outlining the requirements and you have read and fully understand the requirements and processes and agree to abide by the policies and procedures defined or referenced in the handbook.

LEA/Charter School Principal or Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Return SpEd-EE Acknowledgment form by August 1, 2020 to: [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov)



# Appendix F: Principal Notification Form

---

Edward Schultz, PhD  
West College of Education - Midwestern State University  
Wichita Falls, TX 76308  
[edward.schultz@mwsu.edu](mailto:edward.schultz@mwsu.edu) (940) 397-6203

Dear Administrator,

{CANDIDATE} is taking coursework to obtain a Utah Special Education Evaluation and Eligibility (SpEd-EE) Endorsement. The purpose of this communication is to obtain your consent to help him or her meet preparation requirements. According to the USBE, a SpEd-EE professional in Utah must meet the requirement outlined below.

Ø Complete 180 hours of field-based training that is focused on actual experiences with each of the standards identified in the Handbook for the Utah Special Education Eligibility Evaluator (SpEd-EE) Endorsement to include experiences with diverse types of students, grade levels, and campuses.

{CANDIDATE} has had extensive training and enough experience directly related to the standards up to this point, but needs actual experience administering individualized assessments on real campuses. {CANDIDATE} has documented (written, video) proficiency administering, scoring, and reporting with contemporary assessment tools (e.g., WJ-IV, UNIT, C-TONI). I am seeking consent for the following:

1. Allow an individual to act as a Mentor Supervisor to the candidate and serve as a local contact person and liaison between the LEA and the candidate's university supervisor (Edward Schultz, PhD). The minimum requirement is that the Mentor Supervisor holds a valid school psychology or psychologist license in the state of Utah with a minimum of three years of successful experience in special education evaluation and eligibility.
2. Between {INSERT DATES} the candidate be allowed to administer under supervision three individualized assessments per class (can be a cognitive, achievement, adaptive, or behavior using the specified tools from a USBE-approved assessment list). Hopefully this can be done in the flow of the candidate's job using regular time, personal time, conference periods, or other flexible scheduling. This would be the minimum. Sometimes LEAs want to use the candidate for more testing and assessor activities than the minimum. This is actually preferred; the more real experience for the candidate, the better.
3. The Mentor Supervisor will monitor progress by examining the candidate's practicum portfolio and discussing the standards.

*Signature*

# Appendix G: SpEd-EE Year 1 Standards Tracker Form

SpEd-EE Standards Site Mentor Supervisor Practicum Hours Tracker  
form **Year One - 80 Hours submit via e-mail by XX/XX/202X**  
Return to [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov).

Cactus ID#: **0** \_\_\_\_\_  
Date: \_\_\_\_\_

## SpEd-EE Standards YEAR ONE Practicum Hours Tracker for [last name], [first name] \_\_\_\_\_

The SpEd-EE endorsement program is a two year program requiring 180 Practicum hours with 160 hours in first academic year (80 in coursework and 80 with Site Mentor Supervisor) and 20 additional hours with the Site Mentor Supervisor throughout the second academic year.

Year One Semester One: 16 hours onsite under *direct* supervision of your Site Mentor Supervisor, 24 hours onsite practicum in consultation with Site Mentor Supervisor (40 total). Do NOT count the 40 hours practicum in coursework assignments and coursework portion of portfolio development.

Year One Semester Two: 16 hours onsite under *direct* supervision of your Site Mentor Supervisor, 24 hours onsite practicum in consultation with Site Mentor Supervisor (40 total). Do NOT count 40 hours practicum in coursework assignments and coursework portion of portfolio development.

I assure the hours for Year 1 are accurate. SpEd-EE Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Assessment Knowledge (minimum of 17.5 hours)

- 1.K1. Standards of reliability and validity related to individual test measures
- 1.K2. Procedures used in standardizing assessment instruments
- 1.K3. Standard error of measurement related to individual test measures
- 1.K4. Use and limitations of portfolios in assessment
- 1.K5. Sources of test error
- 1.K6. Uses and limitations of assessment information
- 1.K7. Achievement assessment measures
- 1.K8. Cognitive assessment measures
- 1.K9. Language assessment measures
- 1.K10. Motor skills assessment measures
- 1.K11. Social, emotional, and behavior assessment measures
- 1.K12. Vocational and career assessment measures

Site Mentor *Direct* Supervision Hours

Site Mentor *Indirect* Supervision Hours

Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____
Date: _____	Hours: _____	Date: _____	Hours: _____

**End of Year 1 Direct Hours:** \_\_\_\_\_ **End of Year 1 Indirect Hours:** \_\_\_\_\_

*Total Assessment Knowledge Hours (minimum of 17.5 hours with Site Mentor Supervisor)* \_\_\_\_\_

End Year 1 Site Mentor Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Assessment Skills (minimum of 17.5 hours)

- 1.S1. Select and use formal and informal observation measures
- 1.S2. Select and use formal and informal functional assessment measures
- 1.S3. Assess basic academic skills formally and informally
- 1.S4. Select, administer, and score assessment instruments accurately
- 1.S5. Analyze error patterns
- 1.S6. Prepare comprehensive assessment reports
- 1.S7. Employ assistive technology in the assessment process
- 1.S8. Select accommodations and modifications based on assessment results
- 1.S9. Facilitate progress monitoring

# Appendix H: SpEd-EE Year 2 Standards Tracker Form

SpEd-EE Standards Site Mentor Supervisor Practicum Hours Tracker  
form **Year Two - 20 Hours** submit via e-mail by **XX/XX/202X**  
Return to [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov).

Cactus ID#: **0** \_\_\_\_\_  
Date: \_\_\_\_\_

## SpEd-EE Standards YEAR TWO Practicum Hours Tracker for [last name], [first name] \_\_\_\_\_

The SpEd-EE endorsement program is a two year program requiring 180 Practicum hours with 160 hours in year one and 20 additional hours in throughout the second academic year. Use the SpEd-EE Standards Practicum Hours Tracker to track the required 20 practicum hours for year two.

I assure the hours for Year 2 are accurate. SpEd-EE Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Assessment Knowledge

- 1.K1. Standards of reliability and validity related to individual test measures
- 1.K2. Procedures used in standardizing assessment instruments
- 1.K3. Standard error of measurement related to individual test measures
- 1.K4. Use and limitations of portfolios in assessment
- 1.K5. Sources of test error
- 1.K6. Uses and limitations of assessment information
- 1.K7. Achievement assessment measures
- 1.K8. Cognitive assessment measures
- 1.K9. Language assessment measures
- 1.K10. Motor skills assessment measures
- 1.K11. Social, emotional, and behavior assessment measures
- 1.K12. Vocational and career assessment measures

Site Mentor *Direct* Supervision Hours

Date: \_\_\_\_\_ Hours: \_\_\_\_\_  
Date: \_\_\_\_\_ Hours: \_\_\_\_\_  
Date: \_\_\_\_\_ Hours: \_\_\_\_\_  
Date: \_\_\_\_\_ Hours: \_\_\_\_\_

**End of Year 2 Hours:** \_\_\_\_\_

*Total Assessment Knowledge Hours* \_\_\_\_\_

End Year 2 Site Mentor Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Assessment Skills

- 1.S1. Select and use formal and informal observation measures
- 1.S2. Select and use formal and informal functional assessment measures
- 1.S3. Assess basic academic skills formally and informally
- 1.S4. Select, administer, and score assessment instruments accurately
- 1.S5. Analyze error patterns
- 1.S6. Prepare comprehensive assessment reports
- 1.S7. Employ assistive technology in the assessment process
- 1.S8. Select accommodations and modifications based on assessment results
- 1.S9. Facilitate progress monitoring
- 1.S10. Use progress monitoring data to develop and revise individual goals

Site Mentor *Direct* Supervision Hours

Date: \_\_\_\_\_ Hours: \_\_\_\_\_  
Date: \_\_\_\_\_ Hours: \_\_\_\_\_  
Date: \_\_\_\_\_ Hours: \_\_\_\_\_  
Date: \_\_\_\_\_ Hours: \_\_\_\_\_

**End of Year 2 Hours:** \_\_\_\_\_

*Total Assessment Skills Hours* \_\_\_\_\_

End Year 2 Site Mentor Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 3. Programs, Services, Outcomes Knowledge

- 3.K1. Assessment procedures that address all disabilities
- 3.K2. Variability of individuals within each category of disability

# Appendix I: SpEd-EE Year 2 Assurances Form

Year 2 Assurances form must be submitted

Cactus ID#: **0**

via e-mail by **12/21/0002**

Date Requested:

SpEd-EE candidate complete 1-5, sign; forward with SpEd-EE Standards Tracker to Site Mentor Supervisor for 6-9 and signature; forward to Principal for signature who e-mails to: [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov) along with Year 2 Standards Tracker and letter of recommendation.

## SpEd-EE Cohort -12/31/0002 Assurances Form for [last name], [first name]

**Educator ASSURANCE Section:** (Mark #1-5 either Yes or No with your initials.)

YES NO

- 1) \_\_\_\_\_ I successfully completed Year Two's 20 hours under direct supervision of my approved Site Mentor Supervisor.
- 2) \_\_\_\_\_ I successfully completed at least two evaluations directly supervised by my Site Mentor Supervisor in Year Two.
- 3) \_\_\_\_\_ I successfully completed all of the requirements for the SpEd-EE endorsement.
- 4) \_\_\_\_\_ I requested my University registrar send official transcripts to [transcripts@schools.utah.gov](mailto:transcripts@schools.utah.gov).
- 5) \_\_\_\_\_ I signed these Year Two Assurances and will include the SpEd-EE Year Two Standards Tracker Form with 2 hours.

\_\_\_\_\_  
Signature of SpEd-EE candidate

\_\_\_\_\_  
Date Signed

**Site Mentor Supervisor ASSURANCE Section:** (The portion of the form is completed by the Site Mentor Supervisor ONLY. (Mark #6-9 Yes or No with your initials.)

Site Mentor Supervisor: Phone #: \_\_\_\_\_ Extension: \_\_\_\_\_

YES NO

- 6) \_\_\_\_\_ I concur with the above items #1-3 with this SpEd-EE candidate.  
If no, please explain: \_\_\_\_\_
- 7) \_\_\_\_\_ I provided 20 hours of direct supervision, mentoring and evaluation in Year Two to [first name] [last name].  
If no, please explain: \_\_\_\_\_
- 8) \_\_\_\_\_ SpEd-EE candidate successfully completed at least two complete eligibility evaluations.  
If no, please explain: \_\_\_\_\_
- 9) Evaluation results: Please initial **ONE** of the following:  
\_\_\_\_ Yes. The candidate EXCEEDS the SpEd-EE standards. OR  
\_\_\_\_ Yes. The candidate MEETS the SpEd-EE standards. OR  
\_\_\_\_ No. The candidate does NOT yet meet the SpEd-EE standards.  
If no, please explain: \_\_\_\_\_

\_\_\_\_\_  
Signature of Site Supervising Mentor

\_\_\_\_\_  
Date Signed

**Principal/Charter Director ASSURANCE Section:** (The portion of the form completed by the Principal ONLY. (Mark Yes or No with your initials.)

- 10) \_\_\_\_\_ This candidate has been employed during the current school year in a position allowing time to complete the SpEd-EE endorsement requirements. If no, please explain:  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Principal/Charter Director

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
CACTUS ID

(Must be signed by the Principal / Charter Director listed in CACTUS.)

Please return:

- 1) this fully completed & signed FORM and
- 2) SpEd-EE Standards Tracker Form
- 3) Letter of Recommendation

E-mail all documentation by June 30, 2020 to:

[sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov)

# Appendix J: Request for Letter of Recommendation Form

---

Dear Principal ;

{Candidate}, (CACTUS ID: ##### ) who is a participant in the Special Education Eligibility Evaluator (SpEd-EE) endorsement program, has completed all academic requirements for a SpEd-EE endorsement to attach to the {license area of concentration}.

After consultation with the Site Mentor Supervisor {name} and the Special Education Director {name} who have worked with this participant for two years, please write a letter, on school letterhead, recommending this participant for the SpEd-EE endorsement.

In your recommendation letter to Specialist Kathleen Webb, please make sure to include comments on the following knowledge and skills required for a teaching license:

1. Candidate's skills (knowledge, methods and pedagogy) in relationship to the SpEd-EE Standards
2. Candidate's overall disposition for (ability to work effectively with students, faculty, parents, and community, etc.)
3. Be sure to include a specific statement that you are recommending Rebecca Moon for the Professional level SpEd-EE endorsement.

If, in your professional judgment, {candidate} does not demonstrate the skills or dispositions or you do not wish to recommend this SpEd-EE participant for the SpEd-EE endorsement, please notify USBE in writing.

Warm regards,  
USBE SpEd-EE Team

**SAMPLE**

# Appendix K: SpEd-EE Endorsement Form



## UTAH STATE BOARD OF EDUCATION SPECIAL EDUCATION ELIGIBILITY EVALUATOR (SpEd-EE) ENDORSEMENT FORM

SpEd-EE attaches to a USBE Professional Educator License with an area of concentration in **Special Education (K-12+)**, **Preschool Special Education (Birth - age 5)**, **Speech Language Pathology**, **School Counseling**, or **School Social Work**. SpEd-EE identifies its holder as qualified to administer and interpret a specific set of standardized assessments which aid school teams in the determination of a student's eligibility for Special Education services under the Individuals with Disabilities Education Act (IDEA).

### SpEd-EE Applicant Requirements

1. Hold a current USBE Professional Educator License and minimum of five years of experience in one of the license areas of concentration listed above.
2. Official transcripts with applicable courses.
  - A. If the course name is non-specific (e.g., "Special Topics in Special Education," or "Assessment"), submit the course syllabus or a letter from the instructor/department verifying that the course meets the requirements.
  - B. Electronic transcripts (eTranscripts) are acceptable if sent directly from the university through a transcript clearinghouse to [USBE Licensing](https://transcripts.school.utah.gov) ([transcripts.school.utah.gov](https://transcripts.school.utah.gov)).
    - (1) Submit eTranscripts before submitting the endorsement application.

### Applicant Information

Name: \_\_\_\_\_ CACTUS ID: \_\_\_\_\_

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Cell Phone with Area Code: \_\_\_\_\_ Work Phone with Area Code: \_\_\_\_\_

Work Email: \_\_\_\_\_

Personal Email: \_\_\_\_\_

Number of years of experience with which qualifying license area(s) of concentration:

- \_\_\_\_\_ **Special Education (K-12+)**
- \_\_\_\_\_ **Preschool Special Education (Birth - age 5)**
- \_\_\_\_\_ **Speech Language Pathology**
- \_\_\_\_\_ **School Counseling**
- \_\_\_\_\_ **School Social Work**

CACTUS ID: \_\_\_\_\_

**Undergraduate- or Graduate-Level\* Coursework (12 credit hours minimum)**

Indicate the undergraduate-level courses taken to satisfy the endorsement requirements by noting for each course the type of course, where the course was taken (i.e., which college/university, LEA, etc.), the course ID, and the number of credits completed.

\* = Graduate-level coursework satisfying the same endorsement coursework requirement is authorized but may not be duplicated in the **Required Graduate-Level Only Coursework** section.

(C/U = College/University and PL = Professional Learning)

Type	Where	Course ID	Course Description	Credits
C/U ____ PL ____			Assessment <i>or</i> Eligibility and Assessment <i>or</i> Measurement and Assessment <i>or</i> Behavior Assessment and Intervention <i>or</i> Curriculum Design Evaluation and Assessment <i>or</i> equivalent course (3)	
C/U ____ PL ____			Introduction to Statistics <i>or</i> Statistics <i>or</i> Research and Design <i>or</i> Predictive Analytics <i>or</i> Statistical Methods <i>or</i> Research Methods (3) <i>or</i> Psychological Statistics (4) <i>or</i> equivalent course	
C/U ____ PL ____			Child Development <i>or</i> Learning Theory <i>or</i> Educational Psychology <i>or</i> Abnormal Psychology (equivalent course) (3)	
C/U ____ PL ____			Special Education Law <i>or</i> Policies and Procedures in Special Education (3) <i>or</i> equivalent course	

**Required Graduate-Level Only Coursework (12 credit hours + 180 hours of practicum)**

Twelve credit hours of specific graduate coursework are required and must be taken from an accredited college or university with 180 practicum hours and a Practicum Portfolio. Each course must be a minimum of three credit hours and passed with a grade "B" or better.

Online courses aligning with endorsements can be accepted. Professional development courses (i.e., those offered by test publishing companies or their representatives, LEAs, etc.) must be pre-approved by USBE and entered in CACTUS. Indicate the graduate-level courses taken to satisfy the endorsement requirements by noting for each course the type of course, where the course was taken (i.e., which college/university, LEA, etc.), the course ID, and the number of credits completed.

**Year One**

- Individual Assessment 1: Theoretical Foundations of Cognitive Assessment (plus 80 practicum hours)
  - Individual Assessment 2: Theoretical Foundations of Academic Assessment (plus 80 practicum hours)
  - Foundations of Ethics and Practice Standards
  - Special Topics: Assessment-Driven Instructional Design coursework
- Pass each course with a grade "B" or better

**Year Two**

- Successful completion of two additional evaluation reports and twenty practicum hours
- Letter of recommendation from school administrator in consultation with Special Education Director and Site Mentor Supervisor

CACTUS ID: \_\_\_\_\_

**NOTE:** Graduate-level coursework is delivered via web-based (online format) instruction through Midwestern State University, Texas. A Practicum Portfolio and 180 hours of supervised practicum is required. The Site Mentor Supervisor for the 2 academic years of practicum must hold a current Utah school psychology or psychologist license with a minimum of three years of successful experience in special education evaluation and eligibility.

(C/U = College/University and PL = Professional Learning)

Type	Where	Course ID	Course Description	Credits
C/U ____			Individual Assessment 1: Theoretical Foundations of Cognitive Assessment (3) <i>(includes 80 hours of supervised practicum)</i>	
C/U ____			Individual Assessment 2: Theoretical Foundations of Academic Assessment (3) <i>(includes 80 hours of supervised practicum)</i>	
C/U ____			Foundations of Ethics and Practice Standards (3)	
C/U ____			Special Topics: Assessment-Driven Instructional Design (3)	

**NOTE:** If an applicant is unable to successfully pass off his/her evaluation reports in year two, a one-year extension may be granted. Extensions beyond two years are not allowed.

#### Official Transcripts, Practicum Hours, and Recommendation Submitted

- Y/N: \_\_\_\_ Electronic transcript submitted by college registrar to transcripts@schools.utah.gov  
Y/N: \_\_\_\_ Paper-based transcript on official transcript paper mailed or hand delivered to USBE  
Y/N: \_\_\_\_ Two years of practicum hours/SpEd-EE Assurances form and Letter of Recommendation)

#### Submission Instructions

1. Request registrar to submit official transcripts to transcripts@schools.utah.gov
2. Email the SpEd-EE endorsement form and other Professional Learning documentation to [licensing@schools.utah.gov](mailto:licensing@schools.utah.gov). Include your CACTUS ID on all documentation.

NOTE: Submit by July 1 for initial transcript review to join a SpEd-EE cohort. Resubmit new transcript and practicum hours (assurances and recommendation) by June 30 at the end of the second academic cohort year for final review.

**OPTIONAL:** Mail the above to the following address **EXACTLY** as written. Failure to do so could result in significant delays and/or loss of application in the mail. (Mailed transcripts must be on transcript paper.)

UTAH STATE BOARD OF EDUCATION  
ATTN: EDUCATOR LICENSING SpEd-EE Endorsement Application  
250 E 500 S  
PO BOX 144200  
SALT LAKE CITY UT 84114-4200

#### For more information, contact:

[Kim Fratto](mailto:kim.fratto@schools.utah.gov) | USBE Assistant Director of Special Education | kim.fratto@schools.utah.gov | (801) 538-7716

Special Education Eligibility Evaluator (SpEd-EE) Endorsement

page 3



# Appendix L: SpEd-EE Tuition Reimbursement Request Form

---

SpEd-EE Endorsement Tuition Reimbursement Request  
Submit to USBE [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov) before

Cactus ID#: \_\_\_\_\_  
Date: \_\_\_\_\_

## Special Education Eligibility Evaluator (SpEd-EE) Tuition Reimbursement Request for [last name], [first name] 0

When your credits after year 1 and/or after year 2 have been posted on your Midwestern State University transcript, please submit for reimbursement to [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov).

NAME: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

1) Put your initials next to the \$500 tuition reimbursement.

Course 1: \_\_\_\_\_ \$500 for successful completion (grade B or better) of .

Course 2: \_\_\_\_\_ \$500 for completion (grade B or better) completion of .

Course 3: \_\_\_\_\_ \$500 for completion (grade B or better) completion of .

Course 4: \_\_\_\_\_ \$500 for completion (grade B or better) completion of .

TOTAL AMOUNT Requesting FOR REIMBURSEMENT: \$ \_\_\_\_\_

2) Attach a copy of your tuition receipt(s).

3) Ask Midwestern State University to send your official transcript with credit posted to [transcripts@schools.utah.gov](mailto:transcripts@schools.utah.gov)

SpEd-EE Candidate Signature \_\_\_\_\_ Date: \_\_\_\_\_

SpEd Director/Administrator Signature \_\_\_\_\_ Date: \_\_\_\_\_

Put your initials next to the administrator signing

Site Mentor Supervisor: \_\_\_\_\_

Principal: \_\_\_\_\_

Special Education Director: \_\_\_\_\_

Return form and receipts to Sabrina Gill [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov) (801) 538-7936

Official transcripts to [transcripts@schools.utah.gov](mailto:transcripts@schools.utah.gov)

# Appendix M: SpEd-EE Cohort Application Instructions

---

## 2020-2021 Utah Cohort Application Instructions

1. The deadline for Application is Aug 1. This link below has the information.

<https://msutexas.edu/academics/graduate-school/how-to-apply.php>

For help Contact

Sierra Trenhaile  
Assistant Director of Graduate Admissions  
[sierra.trenhaile@msutexas.edu](mailto:sierra.trenhaile@msutexas.edu) (940) 397-4920 (940) 397-4926

Applicants need to select Undeclared-Post Baccalaureate. It should look like the picture below as they go through the application process.

The screenshot shows a web application interface with several tabs at the top: 'Welcome Page', 'Applicant Contact Information', 'Application Academic Information', and 'Education History'. Below the tabs are sections for 'Supplemental Information', 'Residence', 'Financials', and 'Charges and Additional Items'. The main form area contains three required fields, each marked with a red asterisk: 'Academic level applying for' (with a dropdown menu set to 'Graduate (Master Degree)'), 'Academic program applying for' (with a dropdown menu set to 'Undeclared, Non-M - Post Bacc'), and 'Term of interest' (with a dropdown menu set to 'Fall 2020'). Navigation buttons for 'Previous', 'Save', 'Logout', 'Cancel', and 'Next' are visible at the bottom of the form.

2. Once accepted, applicants will get a letter explaining how to get signed up for class.