

Specialists in the Assessment of Intellectual Functioning (Ed 614.08) Reviewer Assessment Worksheet

Ed 614.08 Specialists in the Assessment of Intellectual Functioning

Directions: This matrix worksheet should be completed by the reviewer while assessing the program standards' compliance through review of the matrix submitted by the institution and data gathering at the Visit.

Ed 614.08 SPECIALISTS IN THE ASSESSMENT OF INTELLECTUAL FUNCTIONING	Rating	Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).
	4: Highly effective 3: Effective 2: Needs improvement 1: Ineffective	
(a) The program for specialists in the assessment of intellectual functioning shall provide the candidate with the following skills, competencies, and knowledge:		
(1) Knowledge of relevant local, state and federal laws, policies, regulations, and procedures pertaining to education;		
(2) Expertise in the nature, uses, and limitations of a variety of psychological educational assessments;		
(3) Knowledge of general principles of learning and research-validated teaching strategies;		
(4) Knowledge of human development theory, including application to children in a school setting;		
(5) Knowledge of the learning characteristics of individuals with disabilities;		

(6) Expertise in research-validated educational accommodations, modification, supports, and interventions;		
(7) Knowledge of statistics, research methods and professional literature pertinent to the processes of assessment and program development;		
(8) Knowledge of those ethical principles applicable to the professional school psychology practice in the reporting of assessment results to school teams aimed at protecting the rights of individuals as set forth in American Psychological Association's Ethical Principles of Psychologists and Code of Conduct 2002; and		
(9) Competency and skill in:		
a. Developing professional interactions for the purpose of obtaining and communicating information;		
b. Consulting with staff members and parents regarding students' current and future needs;		
c. Translating referral questions and concerns into a set of assessment procedures that follow Ed 1107 and PL 108-446;		
d. Administering, scoring, and interpreting assessments of individual intelligence and cognitive processing, assessments of academic achievement, and assessments of functional achievement;		

<p>e. Conducting a test session with sufficient proficiency to ensure fluent administration and adding meaningful clinical observation concerning the test session, as well as having sufficient expertise to reflect on the student's performance and its implication for further assessment;</p>		
<p>f. Integrating background information and assessment results into a description of how the child learns;</p>		
<p>g. Developing appropriate recommendations based upon assessments and best practices;</p>		
<p>h. Assisting team members in planning strategies and interventions for students and assessing their effectiveness; and</p>		
<p>i. Assisting the administration in planning and facilitating professional development and improvement efforts.</p>		
<p>(b) The program shall provide an adequate and appropriate field-based experience of no fewer than 6 cases in a school setting below the senior high level other than one confined to children with disabilities, and with intensive step by step supervision by persons who hold a valid New Hampshire specialist in the assessment of intellectual functioning (SAIF) certification, or equivalent as determined by the current SAIF certification standards, and who are under contract to the training institution.</p>		
<p>(c) After successful completion of (b) above, the program shall provide the student with appropriate supervision for a period of one school year while the student completes an internship.</p>		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90, EXPIRED: 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05; ss by #8335, eff 4-23-05; ss by #8699, eff 8-3-06