

STANDARDS, KNOWLEDGE AND SKILLS FOR THE NATIONALLY CERTIFIED EDUCATIONAL DIAGNOSTICIAN (NCED)

NATIONAL CERTIFICATION OF EDUCATIONAL DIAGNOSTICIANS BOARD
JULY, 2008

STANDARD I: LEADERSHIP AND POLICY	
EDK1	Laws and policies related to assessing individuals with exceptional learning needs
EDK2	Emerging issues and trends that impact assessment
EDK3	Impact of diverse cultures, economic status, language and other factors on the assessment process
EDK4	Models, theories and philosophies that form the basis of assessment
EDK5	Issues in general and special education that impact services for students
EDS1	Seeks to improve laws, regulations and policies governing the delivery of special education services
STANDARD II: PROGRAM DEVELOPMENT AND ORGANIZATION	
ED2K1	Assessment procedures that address all categories of disabilities
ED2K2	Variability within each category of disability
ED2K3	Over/under representation of individuals with cultural and linguistic diversity
ED2K4	Influence of diversity on assessment results
ED2K5	Characteristics of individuals with exceptional learning needs that drive program development
STANDARD III: RESEARCH AND INQUIRY	
ED3K1	Best practices in research-based instructional methods
ED3K2	Best practices in research-based assessment
ED3K3	Resources and methods that address student learning, rates and learning styles
ED3K4	Evaluates assessment techniques based on learning theories
STANDARD IV: STUDENT AND PROGRAM EVALUATION	
ED4K1	Standards of reliability related to individual test measures
ED4K2	Standards of validity related to individual test measures
ED4K3	Procedures used in standardizing assessment instruments
ED4K4	Standard error of measurement related to individual test measures
ED4K5	Sources of test error
ED4K6	Uses and limitations of assessment information
ED4K7	Vocational and career assessment
ED4K8	Motor skills assessment
ED4K9	Cognitive assessment measures
ED4K10	Continuum of learning within the curriculum
ED4S1	Collects comprehensive assessment data
ED4S2	Scores assessment instruments accurately
ED4S3	Selects appropriate instruments
ED4S4	Masters formal and informal observation techniques
ED4S5	Uses formal and informal functional assessment measures
ED4S6	Assesses basic academic skills formally and informally
ED4S7	Assesses language processing skills formally and informally
ED4S8	Assesses adaptive behavior formally and informally
ED4S9	Assesses perceptual skills formally and informally
ED4S10	Assesses social skills formally and informally
ED4S11	Prepares comprehensive assessment reports
ED4S12	Keeps accurate, detailed records of assessments and related proceedings
ED4S13	Analyzes error patterns to enhance interpretation of standardized measures
ED4S14	Develops informal assessments
ED4S15	Masters portfolio assessment strategies
ED4S16	Employs assistive technology as an assessment tool
ED4S17	Bases the provision of accommodations and modifications on assessment results
ED4S18	Recommends instructional strategies based on assessment results
ED4S19	Monitors student progress to assist in eligibility
ED4S20	Uses 'testing the limits' to enhance interpretation of standardized measures

ED=Educational Diagnostician; K=Knowledge; S=Skill

STANDARD V: PROFESSIONAL DEVELOPMENT AND ETHICAL PRACTICES	
ED5K1	Qualifications to administer and interpret test results
ED5K2	Organizations and publications relevant to the field of educational diagnosticians
ED5K3	Ethical considerations relative to assessment
ED5S1	Participates in activities of professional organizations in the field of educational diagnosticians
ED5S2	Demonstrates ethical practice
ED5S3	Respects the privacy and confidentiality of clients
ED5S4	Maintains high standards of professional competence
ED5S5	Engages only in those activities for which one is qualified
ED5S6	Uses professional affiliations ethically
ED5S7	Cites sources of information
ED5S8	Informs clients of the purpose of evaluation, rationale and timelines for completion
ED5S9	Transmits test results in a timely manner
ED5S10	Provides assessment results in a clear, cohesive manner
ED5S11	Updates skills necessary to provide effective assessment
ED5S12	Uses technology as a resource in the assessment process
STANDARD VI: COLLABORATION	
ED6K1	Team problem solving models
ED6S1	Communicates with team members to determine assessment needs
ED6S2	Communicates with team members to review assessment results
ED6S3	Assists with pre-referral interventions and strategies
ED6S4	Instructs staff in developing probes to measure growth in student learning
ED6S5	Assists teachers in learning to analyze data including large scale and individual assessments
ED6S6	Communicates effectively with multiple and diverse audiences
ED6S7	Promotes positive interpersonal relationships
ED6S8	Creates an environment of mutual self respect
ED6S9	Demonstrates conflict resolution skills
ED6S10	Understands change process
ED6S11	Understands the roles of various agencies within the community
ED6S12	Uses interagency collaboration in planning interventions
ED6S13	Respects parents choices and goals for their children
ED6S14	Collaborates in school improvement activities
ED6S15	Advocates for school and professional improvement
ED6S16	Demonstrates the ability to work with paraprofessionals in an educational setting
ED6S17	Establishes rapport with all parties in the evaluation process

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