

# Nationally Certified Educational Diagnostician (NCED)

## The Professional Credential for Assessment Specialists

Joe P. Sutton

*Bob Jones University, Greenville, South Carolina*

Ellen M. Frye

*Lubbock Independent School District, Texas*

Patricia A. Frawley

*Rutgers, the State University of New Jersey, New Brunswick*

A new professional credential, the Nationally Certified Educational Diagnostician (NCED), was established in 2006 for assessment specialists known as educational diagnosticians. The first cohort of 511 diagnosticians from 11 states received NCED certificates in January 2008. Discussed in this article are several issues of concern related to national certification of diagnosticians, including viability and distinctiveness of the profession, and quality and uniformity of practice. This article also discusses the chronology of events leading to establishment of the NCED program, qualifications for the credential, and future challenges to the program.

**Keywords:** *professional development; NCED*

National certification programs exist for credentialing professionals in a wide variety of career fields. Many focus directly or indirectly on serving the needs of students with disabilities and others who struggle. For example, counselors obtain the Nationally Certified Counselor (NCC) credential (National Board for Certified Counselors, 2008). Speech-language pathologists strive for the Certificate of Clinical Competence (CCC) credential (American Speech-Language-Hearing Association, 2008). Licensed physical therapists earn the Physical Therapist (PT) designation (American Physical Therapy Association, 2008); those with specialized knowledge and advanced clinical proficiency may be awarded one of eight additional designations (e.g., Orthopaedic Certified Specialist [OCS]). School psychologists have the Nationally Certified School Psychologist (NCSP) credential (National Association of School Psychologists, 2008). Several levels of national certification are available to social workers, including the Qualified Clinical Social Worker (QCSW) credential (National Association of Social Workers, 2008). Many if not most of these credentials have been in existence for years.

For assessment specialists (Smith, 2007b), known as *educational diagnosticians*, though, a new credential, the Nationally Certified Educational Diagnostician (NCED;

National Certification of Educational Diagnosticians Board [NCEDB], 2008b), has only recently been available (Frawley & Sanchez, 2007; Sutton, Frawley, & McElroy, 2004). The NCED was officially established in 2006 when nine board members of the inaugural NCEDB were empanelled. On October 18, 2007, the NCEDB ceremonially awarded the first NCED certificate in New Orleans, Louisiana, at the annual conference of the Council for Educational Diagnostic Services (CEDSD, 2007). In January 2008, the NCEDB (2008c) issued certificates to the first group of 511 qualified recipients representing 11 states. Long awaited by a host of diagnosticians from all educational levels and settings and from virtually every region of the country, the NCED has finally become a reality (NCEDB, 2008c; Sutton et al., 2004).

### Issues of Concern

As with other similar national certification programs that have evolved (e.g., National Association of School Psychologists, 2003), establishment of the NCED pro-

---

**Authors' Note:** Please address correspondence to Joe P. Sutton, Bob Jones University, Division of Special Education, 1700 Wade Hampton Boulevard, Greenville, SC 29614; e-mail: jpsutton@bjju.edu.

gram for diagnosticians did not materialize as quickly as many proponents had wanted, despite calls for expeditious development (Sutton, Elksnin, Layton, & McElroy, 2002; Sutton & McElroy, 2001). In particular, two issues that raised concerns among critics as to whether a national credential was needed or even warranted revolved around (a) viability and distinctiveness of the educational diagnostician profession (Sutton, 1999) and (b) quality and uniformity of practice among diagnosticians (Zweback & Mortenson, 2002).

### **Viable, Distinctive Profession**

Assessment in special education is a shared practice not owned exclusively by or limited to any single profession or group of professionals (Joyal, LeTendre, Elsbury, & Sutton, 2000; National Clearinghouse for Professions in Special Education, 2000; North Carolina School Psychology Association, 2005; Sutton, 2000; Sutton & Letendra, 2000; Zweback & Mortenson, 2002). As Zweback and Mortenson (2002) rightly note, educational assessment is “an activity carried out by a diverse group of professionals” (para. 2), each of whom contributes a unique perspective and theoretical orientation (Salvia & Ysseldyke, 2004).

As key players (Smith, 2007b) with a distinctive role in the assessment process, educational diagnosticians “share an ability to assess and diagnose the learning problems of students” (National Clearinghouse for Professions in Special Education [NCPSE], 2000, p. 1) with disabilities. The added value that diagnosticians offer, when compared to their counterparts outside the teaching profession, is that they have taught students with disabilities in authentic classroom settings. Typically, state certification/licensure of diagnosticians requires several years of classroom teaching experience, which not only distinguishes them from other assessment professionals but adds a dimension to the interpretation of assessment results and subsequent consultation with teachers and parents not provided by other assessment professionals. Smith (2007a) has argued simply, when it comes to educational assessment, “the reason [diagnosticians] assess is to link assessment results with instruction” (see Note 1). With increasing numbers of struggling learners likely to face referral for special education in the years to come, the job potential is expanding for diagnosticians who will doubtless be “key player[s] in education’s team approach to assessment and diagnosis” (NCPSE, 2000, p. 4). The viability and distinctiveness of the educational diagnostician profession should be evident and without dispute.

### **Quality, Uniformity of Practice**

In noting stakeholders’ concerns with the quality and uniformity of assessment practice among diagnosticians, Zweback and Mortenson (2002) posited, “If the long articulated goal of providing uniformly qualified educational diagnosticians is to be realized then closer examination . . . of credentialing issues is needed . . . [in order to] promote greater quality control in this important area of practice” (para. 20). Uniformity of practice is arguably a challenge that is impacted in part by the range of titles used for assessment professionals in state- and agency-level certification/licensure systems, which vary widely (NCPSE, 2000).

These include *learning consultant* (New Jersey Association of Learning Consultants, 2008), *special education teacher consultant* (Michigan Department of Education, n.d.), *special educator/consulting teacher* (Vermont Department of Education, 2008), *educational examiner* (Arkansas Department of Education, 2008), *education prescriptionist* (Department of Defense Education Activity, 2007), *educational therapist* (Association of Educational Therapists, 2008), and *specialist in the assessment of intellectual functioning* (Association of Specialists in the Assessment of Intellectual Functioning [ASAIF], 2008).

Notwithstanding, there appears to be a growing consensus in a number of states for *educational diagnostician* as the most appropriate title for assessment professionals (e.g., Louisiana Department of Education, 2008; New Mexico Public Education Department, 2008; Texas Educational Diagnosticians’ Association, 2008; Wyoming Department of Education, 2008). *Educational diagnostician* is also the preferred title embraced by the Council for Educational Diagnostic Services (CEDS, 2008), the division within the International Council for Exceptional Children that is principally responsible for advancing the profession of special education assessment and for developing policy and practice.

The concern for quality of practice among diagnosticians and other assessment professionals is legitimate and has been previously voiced by assessment scholars (e.g., Salvia & Ysseldyke, 2004). Significant strides toward improvement in this area, however, have been made in the recent refinement of professional standards for diagnosticians and development of a code of ethics for practitioners. With leadership provided by the Professional Standards Committee of the Council for Educational Diagnostic Services, the governance of the Council for Exceptional Children (CEC, 2008) has adopted the *CEC Advanced Role Knowledge and Skill Base for Special Education Diagnostic Specialists*,

which clearly informs excellence in practice for diagnosticians. Additionally, a *Code of Ethics* (NCEDB, 2008a) for educational diagnosticians has now been published. Both initiatives will provide the necessary guidance for school district leaders to facilitate, monitor, and ensure high-quality standards of professional practice among diagnosticians at the local level.

## Chronology of the NCED

Establishment of a national credential for educational diagnosticians began over a decade ago in 1997 by a dedicated group of professionals and finds its roots in a certification program developed by the Council for Exceptional Children (CEC, 1997) called the Professionally Recognized Special Educator (PRSE). CEC awarded the PRSE to special education professionals who had met high standards of practice. Three specialty areas of the PRSE were made available to practitioners, including special education teachers, special education administrators, and educational diagnosticians. The initial phase of the process was referred to by CEC as the *granted* phase, which was to be followed by a *regular* PRSE phase, slated to commence in 2002. The regular phase would require candidates to pass an examination.

The granted phase of the PRSE for educational diagnosticians (i.e., PRSE-ED) operated from 1998 to 2001, with requirements based on candidates presenting credentials that documented professional preparation, teaching and assessment experience, and state licensure. All granted PRSE-ED certificates were to expire in 2009, with continuation of certification dependent on taking an examination and earning a passing score or presenting certification from the National Board for Professional Teaching Standards (NBPTS, 2007). As a possible alternative, the CEDS (1998) Professional Standards Committee proposed to CEC that a portfolio evaluation be adopted as the PRSE-ED assessment in lieu of a traditional criterion- or norm-referenced exam. By year's end, CEC responded to CEDS that it was considering several ideas for the PRSE assessment. CEC's efforts to identify and adopt an examination of any kind proved unsuccessful, however, despite negotiations with the Educational Testing Service (ETS, 2008) on possible development of a specialized Praxis II exam for PRSE-ED applicants (CEC, personal communication, April 2001). With the examination issue unresolved and the regular phase of the PRSE effectively rendered inoperable, CEC communicated to CEDS its intention to discontinue the PRSE program altogether in 2001. Moreover, CEC announced it

would terminate all future efforts to provide national certification to its membership.

CEC's decision to end the PRSE program was initially disappointing to its members, particularly to practicing diagnosticians. The Executive Board of CEDS responded in 2001 by appointing an ad hoc committee for the PRSE-ED, whose chief mission was to assist CEC in identifying an exam for the PRSE-ED program. CEDS brokered an arrangement the same year with the Texas State Board of Educator Certification (Texas SBEC, 2008), a state with a large number of educational diagnosticians, to adopt a variation of their exam for use at the national level with the PRSE-ED program (Sutton et al., 2002). The CEDS Executive Board followed with a formal proposal (CEDS, 2002) to CEC, informing them of a resolution to the exam issue.

On hearing from CEC that it would be officially terminating the PRSE-ED program for certain, CEC authorized CEDS to pursue development of its own certification program. The Executive Board of CEDS appointed a second ad hoc committee in 2004 to explore the possibility of developing a national certification program for member diagnosticians. National certification would serve both to foster growth within the profession of special education assessment and to establish a uniform credential across the states. National recognition of the work and expertise of educational diagnosticians was also considered an important part of the process.

Additional goals of the ad hoc committee were to establish a directory of nationally certified educational diagnosticians who could provide a resource to state and local education agencies and that would concurrently aid parents in finding assessment professionals with appropriate credentials. With national certification, the committee also envisioned the ability of certified personnel to move from state to state with a standardized credential that would be recognized, much like that of social workers, counselors, psychologists, and other related service professionals. Letters of support from CEDS members in states such as Louisiana and New York revealed that national certification would allow the potential added benefit of enabling diagnosticians holding national certification to negotiate with their respective state departments for salary differentials.

The ad hoc committee for the NCED began its work in 2004 by identifying 22 states that licensed professionals whose principal role involved educational assessment (Sutton et al., 2002). Over the next several years, the committee formulated a universal definition of *educational diagnostician* (NCEDB, 2008a), prepared policies and procedures for organizing a national credential

unique to diagnosticians, and developed a code of ethics. Finalized in June 2005, the *Code of Ethics* (NCEDB, 2008a) addressed issues of privacy, confidentiality, responsibility to individuals undergoing assessment, professional competence, technology, professional development, and research.

Having completed the all-important groundwork needed to launch national certification for diagnosticians, the CEDS Executive Board dissolved the ad hoc committee in 2005. Through an application process, an independent board of directors for the NCED that reflected geographic diversity was selected and empanelled in January 2006. Finalizing the NCED exam was a top priority for the NCEDB. In 2007, the NCEDB successfully negotiated with the Texas Professional Educational Diagnosticians (TPED) Board of Registry (2008). Early work of the board also included preparation of a constitution and bylaws (NCEDB, 2008d). A Web site for NCEDB was developed in 2007.

With all essential components for national certification in place, the first examination for the NCED was administered in New Orleans, Louisiana, in October 2007 to a cohort of more than 250 candidates. By January 2008, the NCEDB had awarded certificates to 511 qualified applicants. Figure 1 chronicles significant events that led to the establishment of the NCED program.

## Qualifications for the NCED

The NCED is awarded to thoroughly professional diagnosticians with optimal credentials who meet high standards of practice. Requirements for the NCED include the following: (a) an advanced degree, (b) state licensure/certification, (c) professional teaching experience, (d) educational assessment experience, (e) letters of reference, (f) professional association membership, and (g) a passing score on the NCED exam (NCEDB, 2008e). In addition to a general NCED application process (NCEDB, 2008e) for all diagnosticians, a fast-track application process (NCEDB, 2008f) is available to diagnosticians in selected states.

*Advanced degree.* The applicant for the NCED must hold either a master's degree or an earned doctorate. Documentation should include an official transcript, which "documents coursework in testing and evaluation, curriculum and instruction and an internship of substantial (1,000 or more hours) in educational diagnostics" (NCEDB, 2008e, p. 2).

*State licensure/certification.* The applicant for the NCED must hold a current license/certificate in his or

her state of residence that is "valid, current and . . . not in a psychology area" (NCEDB, 2008e, p. 2).

*Professional teaching experience.* The applicant for the NCED must have "teaching experience of at least two (2) years . . . [which] may include either regular or special education in a public or private setting" (NCEDB, 2008e, p. 2).

*Educational assessment experience.* The applicant for the NCED must have "professional educational assessment experience with a minimum of two (2) years in a public or private setting . . . [which] must be in addition to teaching experience" (NCEDB, 2008e, p. 2).

*Letters of reference.* The applicant for the NCED must submit two (2) letters of reference that attests to expertise in special education assessment. The NCEDB-provided letter template requires the reference provider to rate the applicant, using a 5-point Likert-type scale (5 = *extremely capable* to 1 = *not capable*) regarding evidenced knowledge in the following areas: (a) educational diagnostics, (b) test administration and interpretation, (c) recommendations related to test results, (d) ability to work collaboratively with team members and others, including parents, and (e) the ability to "maintain [the] work as an educational diagnostician through professional development activities and ethical conduct" (NCEDB, 2008e, p. 6).

*Professional association membership.* The applicant for the NCED must hold current membership in the Council for Educational Diagnostic Services (2008) of the International Council for Exceptional Children.

*Passing score on the NCED exam.* The applicant for the NCED must take and pass the NCED exam with at least an 80% correct score. The exam includes 100 objective items that assess knowledge, skills, and practice of educational diagnostics that reflect competencies enumerated in CEC's (2008) professional standards for diagnosticians.

## Future Challenges

The NCEDB has positioned itself as the "nation's premier professional certification board devoted to credentialing assessment professionals in special education who meet high standards of practice" (NCEDB, 2008b). As one of the newest national credentialing bodies in the United States, however, the NCEDB will face a number of challenges in the near future. For example, as a new

**Figure 1**  
**Chronology of Events Leading to Establishment of the NCED**

Year	Significant Events
1997	<ul style="list-style-type: none"> <li>▶ Council for Educational Diagnostic Services (CEDS) president acknowledges the need to address national certification for diagnosticians in an issue of the CEDS newsletter, <i>Communiqué</i>.</li> <li>▶ Council for Exceptional Children (CEC) establishes a national certification program for educational diagnosticians, called the <i>Professionally Recognized Special Educator in Educational Diagnosis</i> (PRSE-ED); CEC begins search for a certification exam.</li> </ul>
1998	<ul style="list-style-type: none"> <li>▶ CEDS Professional Standards Committee proposes to CEC a portfolio evaluation to serve as the PRSE-ED assessment, in lieu of a criterion- or norm-referenced exam.</li> </ul>
2001	<ul style="list-style-type: none"> <li>▶ CEC informs CEDS Executive Board that it has been unable to identify an exam for the PRSE-ED program; CEC communicates its intention to discontinue the PRSE credential and to terminate efforts to provide national certification for its membership.</li> <li>▶ CEDS Executive Board appoints an ad hoc committee for the PRSE-ED certification program whose primary charge is to assist CEC in identifying an acceptable exam.</li> <li>▶ Texas State Board of Educator Certification (SBEC) and National Evaluation Systems, Inc. invite a CEDS Executive Board member to participate in the validation of the new revision of the TExES diagnostician exam.</li> <li>▶ Texas SBEC director of teacher accountability provides CEDS with a written letter of cooperation and support to share the TExES diagnostician exam items for use in developing a national-level exam for the PRSE-ED.</li> </ul>
2002	<ul style="list-style-type: none"> <li>▶ Seminal article on preservation of the PRSE-ED is published in the <i>Assessment for Effective Intervention</i> journal which identified 22 states that license diagnosticians.</li> <li>▶ CEDS Executive Board informs CEC governance of the Texas SBEC offer of the TExES exam, and proposes to the CEC governance that they reconsider continuation of the regular phase of the PRSE-ED.</li> </ul>
2004	<ul style="list-style-type: none"> <li>▶ CEC governance informs CEDS that it will discontinue the regular phase of the PRSE-ED for certain, but gives CEDS the liberty to pursue its own certification program.</li> <li>▶ CEDS Executive Board appoints an ad hoc committee to explore development of a national certification program for CEDS member diagnosticians.</li> <li>▶ CEDS Executive Board votes to support the establishment of a new credential, the <i>Nationally Certified Educational Diagnostician</i> (NCED).</li> </ul>
2005	<ul style="list-style-type: none"> <li>▶ CEDS dissolves ad hoc committee for the NCED, having accomplished its intended mission to establish initial policies and procedures for the new NCED certification program, including development of a code of ethics and structure for an independent NCED Board of Directors.</li> </ul>
2006	<ul style="list-style-type: none"> <li>▶ First Board of Directors for the NCED (NCEDB) is empanelled with nine members who begin the formal process of developing and instituting the NCED program.</li> <li>▶ The Texas Professional Educational Diagnosticians' Board of Registry (TPED) shares their board exam with an independent panel of diagnosticians from the New Jersey Association of Learning Consultants for review; Texas-specific items are identified.</li> <li>▶ NCEDB and TPED begin negotiations on the use of the TPED board exam items as a basis for development of the NCED exam.</li> <li>▶ NCEDB finalizes a constitution and bylaws and negotiates with an outsourcing agency to process NCED applications.</li> </ul>
2007	<ul style="list-style-type: none"> <li>▶ NCEDB reaches a formal agreement with TPED, who agrees to allow the use of its board exam items as a basis for development of the NCED exam.</li> <li>▶ NCEDB finalizes development of the NCED exam; Texas-specific items are eliminated; other items modified; new items included; the final item set reflects CEC advanced knowledge and skills for educational diagnosticians.</li> <li>▶ The first exam for the NCED is administered to several hundred qualified candidates in New Orleans, LA at the close the annual CEDS Conference.</li> <li>▶ NCEDB creates a website for disseminating information about the NCED credential, including final versions of the constitution and bylaws, code of ethics, application, etc.</li> </ul>
2008	<ul style="list-style-type: none"> <li>▶ NCED Board of Directors issues first NCED certificates to 509 qualified candidates representing the following ten states: Alabama, California, Louisiana, Mississippi, New Jersey, New Mexico, Pennsylvania, South Carolina, Texas, and Virginia.</li> </ul>

program, the NCEDB must develop and implement strategies that will rally and sustain momentum among new certificate holders. Specifically, the NCEDB will need to ensure that early and subsequent groups of

certificate holders renew their NCED certification at the specified renewal periods. Building and maintaining capacity is a critical determinant in the success of any credentialing program.

Growing the NCED credential in more states and in greater numbers will also be an important challenge. Less than half of the original 22 diagnostician states identified by Sutton et al. (2002) were represented by the first group of individuals who received the NCED in January 2008. This suggests the need for more intensive program dissemination efforts in the states not represented and in other states that license assessment professionals that have only recently been identified, for example, New Hampshire (ASAIF, 2008) and Vermont (Vermont Department of Education [VDE], 2008). Although the 511 individuals who were among the first to receive the NCED were an admirable showing, there were many more who probably qualified at the time. As part of their early work, the CEDS ad hoc committee for the NCED had verified a potential pool of 13,610 licensed diagnosticians in 14 of the 22 states. Clearly, more rigorous recruiting efforts that target qualified applicants in all states will be needed.

Additionally, the NCEDB will need to advise and assist the leadership of state associations of educational diagnosticians with ideas and strategies on how to persuade respective State Departments of Education to accept the NCED for salary differentials. Some progress is already being made in this area. For example, the Louisiana House of Representatives (2008) has proposed a bill that would provide a salary supplement to diagnosticians employed in their state public schools who hold the NCED. Finally, a challenge that must not be taken lightly is maintaining the professionalism and prestige that the NCED credential now commands. This will require regular review and revision of the professional standards for diagnosticians as well as the important work of mentoring NCED holders by investing in their continued professional development.

## Conclusion

The effective work of the educational diagnostician requires demonstrated competence and a strong sense of professionalism, which Hammer (2000) characterizes as “an elusive concept . . . [that] is defined by sets of attitudes and behaviors specific to [the] profession” (para. 1). More than an ideal, professionalism, as symbolized in the Nationally Certified Educational Diagnostician, should inspire diagnosticians who hold this credential to provide the high-quality assessment and instruction that students with disabilities need.

## Note

1. Quotation from first author's notes taken during a presentation at the annual conference of the Council for Educational Diagnostic Services (see Smith, 2007a).

## References

- American Physical Therapy Association. (2008). *Understanding physical therapy degrees, designators, and other credentials*. Retrieved March 12, 2008, from [http://www.apta.org/AM/Template.cfm?Section=Find\\_a\\_PT3&CONTENTID=44754&TEMPLATE=/CM/ContentDisplay.cfm](http://www.apta.org/AM/Template.cfm?Section=Find_a_PT3&CONTENTID=44754&TEMPLATE=/CM/ContentDisplay.cfm)
- American Speech-Language-Hearing Association. (2008). *Credentialing*. Retrieved March 12, 2008, from <http://www.asha.org/about/credentialing/>
- Arkansas Department of Education. (2008). *Educational examiner*. Retrieved March 11, 2008, from [http://www.arkansased.org/teachers/pdf/educational\\_examiner.pdf](http://www.arkansased.org/teachers/pdf/educational_examiner.pdf)
- Association of Educational Therapists. (2008). *About the AET*. Retrieved March 11, 2008, from <http://www.aetonline.org/about/index.php>
- Association of Specialists in the Assessment of Intellectual Functioning (ASAIF). (2008). *About us: What is A.S.A.I.F.?* Retrieved March 9, 2008, from <http://www.asaif.net/aboutus.htm>
- Council for Educational Diagnostic Services (CEDS). (1998, July). *A proposal by the Council for Educational Diagnostic Services for a portfolio evaluation for the “regular” CEC PRSE in educational diagnosis*. Reston, VA: Author.
- Council for Educational Diagnostic Services (CEDS). (2002, January). *Preservation of the PRSE certificate in educational diagnosis* [Proposal]. Arlington, VA: Author.
- Council for Educational Diagnostic Services (CEDS). (2007, Winter). *CEDS Communiqué* [Newsletter]. Retrieved March 12, 2008, from [http://www.unr.edu/educ/ceds/CEDS35\\_2\\_2007\\_Winter.pdf](http://www.unr.edu/educ/ceds/CEDS35_2_2007_Winter.pdf)
- Council for Educational Diagnostic Services (CEDS). (2008). [Home page]. Retrieved March 11, 2008, from <http://www.unr.edu/educ/ceds/>
- Council for Exceptional Children (CEC). (1997, July). *Application and information: Professionally Recognized Special Educator—Granted*. Reston, VA: Author.
- Council for Exceptional Children (CEC). (2008). *CEC advanced role knowledge and skill base for special education diagnostic specialists*. Retrieved March 9, 2008, from [http://www.cec.sped.org/AM/Template.cfm?Section=Ethics\\_and\\_Practice\\_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9122](http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9122)
- Department of Defense Education Activity. (2007). *Financial management code directory*. Retrieved March 11, 2008, from [http://www.dodea.edu/offices/fiscal/docs/financial\\_CodeDirectory2007.pdf](http://www.dodea.edu/offices/fiscal/docs/financial_CodeDirectory2007.pdf)
- Educational Testing Service (ETS). (2008). *The Praxis Series™: Teacher licensure and certification*. Retrieved March 15, 2008, from <http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnnextoid=48c05ee3d74f4010VgnVCM10000022f95190RCRD>
- Frawley, P. A., & Sanchez, E. H. (2007, Fall). PRSE to NCED . . . the long journey: The current status of national certification for educational diagnosticians. *The Learning Consultant Journal*, 22, 91–97.
- Hammer, D. P. (2000, Winter). Professional attitudes and behaviors: The “A’s and B’s” of professionalism. *American Journal of Pharmaceutical Education*. Retrieved March 16, 2008, from [http://findarticles.com/p/articles/mi\\_qa3833/is\\_200001/ai\\_n8899048](http://findarticles.com/p/articles/mi_qa3833/is_200001/ai_n8899048)
- Joyal, M., LeTendre, D., Elsbury, D., & Sutton, J. P. (2000, June). *Strategies for collaboration [among assessment professionals]*. Panel presentation at the Third Joint National Conference on Master's Psychology, Florence, SC.
- Louisiana Department of Education. (2008). *Educational improvement and assistance: Educational diagnosticians*. Retrieved March 11, 2008, from <http://www.doe.state.la.us/lde/eia/1657.html>

- Louisiana House of Representatives. (2008). Schools/employees: Provides a salary supplement for educational diagnosticians. HLS 08RS-1132, Regular Session, House Bill No. 716, by Representative Baldone. Retrieved September 11, 2008, from <http://www.legis.state.la.us/billdata/streamdocument.asp?did=469967>
- Michigan Department of Education. (n.d.). *Full approval for teacher consultant: Policies and criteria*. Retrieved March 11, 2008, from [http://www.michigan.gov/documents/tc\\_FA\\_P&C1\\_23120\\_7.html](http://www.michigan.gov/documents/tc_FA_P&C1_23120_7.html)
- National Association of School Psychologists. (2003, Spring). The creation of the national school psychology certification system. *Communiqué*, 32(4), 6–8.
- National Association of School Psychologists. (2008). *National school psychology certification system*. Retrieved March 4, 2008, from [http://www.nasponline.org/certification/ncsp\\_system.aspx](http://www.nasponline.org/certification/ncsp_system.aspx)
- National Association of Social Workers. (2008). *NASW credentials & specialty certifications*. Retrieved March 4, 2008, from <http://www.socialworkers.org/credentials/credentials/qcsw.asp>
- National Board for Certified Counselors. (2008). *The NCC credential—General information*. Retrieved March 4, 2008, from [http://www.nbcc.org/ncc\\_credential](http://www.nbcc.org/ncc_credential)
- National Board for Professional Teaching Standards (NBPTS). (2007). *Available certificates*. Retrieved March 15, 2008, from [http://www.nbpts.org/become\\_a\\_candidate/available\\_certificates1](http://www.nbpts.org/become_a_candidate/available_certificates1)
- National Certification of Educational Diagnosticians Board (NCEDB). (2008a). *Code of ethics*. Retrieved March 9, 2008, from <http://ncedb.org/ceds.ethics.pdf>
- National Certification of Educational Diagnosticians Board (NCEDB). (2008b). [Home page]. Retrieved March 4, 2008, from <http://www.ncedb.org/>
- National Certification of Educational Diagnosticians Board (NCEDB). (2008c). *NCECB Newsletter: Inaugural Edition 1.1., January 2008*. Retrieved March 4, 2008, from <http://ncedb.org/NCEDB%20News%20letter%20final.pdf>
- National Certification of Educational Diagnosticians Board (NCEDB). (2008d). *The bylaws of the Nationally Certified Educational Diagnosticians' Board of Directors*. Retrieved March 9, 2008, from [http://ncedb.org/BYLAWS\\_May\\_18\\_\\_approved.pdf](http://ncedb.org/BYLAWS_May_18__approved.pdf)
- National Certification of Educational Diagnosticians Board (NCEDB). (2008e). *Application for national certification examination leading to credential of Nationally Certified Educational Diagnostician*. Retrieved March 15, 2008, from <http://ncedb.org/Application.pdf>
- National Certification of Educational Diagnosticians Board (NCEDB). (2008f). *Fast-track application for approval to take the certification examination leading to credential of Nationally Certified Educational Diagnostician*. Retrieved March 16, 2008, from [http://ncedb.org/Fastrack\\_Application%5B1%5D.pdf](http://ncedb.org/Fastrack_Application%5B1%5D.pdf)
- National Clearinghouse for Professions in Special Education (NCPSE). (2000, Spring). *Educational diagnostician: Making a difference in the lives of students with special needs*. Retrieved March 9, 2008, from [http://www.cec.sped.org/AM/Template.cfm?Section=Job\\_Profiles&Template=/CM/ContentDisplay.cfm&ContentID=1667](http://www.cec.sped.org/AM/Template.cfm?Section=Job_Profiles&Template=/CM/ContentDisplay.cfm&ContentID=1667)
- New Jersey Association of Learning Consultants. (2008). [Home page]. Retrieved March 11, 2008, from <http://www.njalc.org/>
- New Mexico Public Education Department. (2008). *New Mexico licensure and endorsement*. Retrieved March 11, 2008, from <http://www.ped.state.nm.us/Licensure/general.html>
- North Carolina School Psychology Association. (2005, October). *Credentials for administration, scoring, and interpretation of standardization achievement tests for eligibility determination*. Retrieved March 4, 2008, from [http://ncschoolpsy.org/NCSIPA\\_PositionPaperonCredentialingrevised22Feb06.doc](http://ncschoolpsy.org/NCSIPA_PositionPaperonCredentialingrevised22Feb06.doc)
- Salvia, J., & Ysseldyke, J. E. (2004). *Assessment in special and inclusive education* (9th ed.). Boston, MA: Houghton Mifflin.
- Smith, D. (2007a, October). *Academic achievement: Assessment in Tiers 2 and 3*. Presentation at the annual conference of the Council for Educational Diagnostic Services, New Orleans, LA.
- Smith, D. (2007b, October). *The changing role of the assessment specialist: Becoming a key player in assessment, intervention, and RTI*. Presentation at the annual conference of the Council for Educational Diagnostic Services, New Orleans, LA.
- Sutton, J. P. (1999, September). *Turf wars among assessment professionals: Who gets a piece of the educational testing pie?* Presentation at the annual fall meeting of the Fair Access Coalition on Testing (FACT), Greensboro, NC.
- Sutton, J. P. (2000, June). *Fair Access Coalition on Testing (FACT) legislation in South Carolina*. Presentation at the Third Joint National Conference on Master's Psychology, Florence, SC.
- Sutton, J. P., Elksnin, N., Layton, C. A., & McElroy, P. A. (2002). Preservation of a national credential: The Professionally Recognized Special Educator certificate in Educational Diagnosis. *Assessment for Effective Intervention*, 28(1), 47–55.
- Sutton, J. P., Frawley, P., & McElroy, P. (2004, October). *The Nationally Certified Educational Diagnostician (NCED) program: Dream come true for assessment professionals in special education*. Presentation at the annual conference of the Council for Educational Diagnostic Services, San Antonio, TX.
- Sutton, J. P., & Letendre, L. (2000, November). *Preserving the testing rights of diagnosticians: FACT to the rescue!* Presentation at the annual conference of the Council for Educational Diagnostic Services, San Diego, CA.
- Sutton, J. P., & McElroy, P. (2001, October). *The Professionally Recognized Special Educator in Educational Diagnosis (PRSE-ED): A national credential for diagnosticians*. Presentation at the annual conference of the Council for Educational Diagnostic Services, New Orleans, LA.
- Texas Educational Diagnosticians' Association. (2008). [Home page]. Retrieved March 11, 2008, from <http://txeda.org/intro.html>
- Texas Professional Educational Diagnosticians (TPED) Board of Registry. (2008). *Who are registered professional educational diagnosticians?* Retrieved March 15, 2008, from <http://txeda.org/registry/index.html>
- Texas State Board of Educator Certification (Texas SBEC)/Texas Education Agency. (2008). *About the TEXES/ExCET [Exam]*. Retrieved March 15, 2008, from <http://www.texas.ets.org/texes/>
- Vermont Department of Education (VDE). (2008). *Consulting teacher*. Retrieved March 11, 2008, from [http://education.vermont.gov/new/pdfdoc/board/rules/5440\\_endorsements/sped\\_consulting\\_teacher.pdf](http://education.vermont.gov/new/pdfdoc/board/rules/5440_endorsements/sped_consulting_teacher.pdf)
- Wyoming Department of Education. (2008). *Memorandum no. 2008-031: Response to intervention implementation sites*. Retrieved March 11, 2008, from [http://www.k12.wy.us/A/supt\\_memos/2008\\_031.pdf](http://www.k12.wy.us/A/supt_memos/2008_031.pdf)
- Zweback, S., & Mortenson, B. P. (2002, Winter). State certification/licensure standards for educational diagnosticians: A national review. *Education*. Retrieved March 4, 2008, from [http://findarticles.com/p/articles/mi\\_qa3673/is\\_200201/ai\\_n9030159](http://findarticles.com/p/articles/mi_qa3673/is_200201/ai_n9030159)

**Joe P. Sutton**, PhD, NCED, is a professor and chair of the Division of Special Education at Bob Jones University, Greenville, South Carolina. His current research interests include assessment, instructional accommodations, and alternative pathways for special education teacher licensure.

**Ellen M. Frye**, EdD, NCED, is a practicing educational diagnostician for the Lubbock (Texas) Independent School District. She also serves as an adjunct professor at Wayland Baptist University and Lubbock Christian University.

**Patricia A. Frawley**, EdD, NCED, is a part-time lecturer at Rutgers, the State University of New Jersey. Her current research interests include use of the RTI model for early reading skills acquisition, remediation of reading difficulties, and assessment.