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INTRODUCTION

PURPOSE OF THIS HANDBOOK
This Handbook is intended for students in the Department of Educational Leadership & Policy Studies (ELPS) in the College of Education (COE) at The University of Houston (UH). It provides an overview of program requirements, policy, rules, and regulations. The information included is designed to facilitate students’ progress toward the attainment of their program objectives. The purpose of this handbook is to supplement and clarify – not supersede – policies and procedures provided at the College of Education or University of Houston level.

GOALS OF THE PROGRAM
The Educational Diagnostician certification program prepares certified teachers for certification as an Educational Diagnostician in Texas. The program incorporates the professional standards of Council for Exceptional Children organization (http://www.cec.sped.org/Standards). Completers find abundant opportunities for challenging and rewarding careers.

DESCRIPTION & OBJECTIVES OF THE EDUCATIONAL DIAGNOSTICIAN INTERNSHIP
The University of Houston Educational Diagnostician Program regards the internship as the final, "capstone" field experience that builds on and integrates prior experiences and coursework, allowing increasing autonomy in providing comprehensive diagnostic services under supervision. The primary focus and purpose is assuring breadth and quality of training designed to help the intern develop those competencies necessary for professional functioning in the schools. Students in the Educational Diagnostician sequence must enroll in two consecutive semesters of SPEC 7393 and successfully complete 160 hours of supervised internship experience in a public school to complete program requirements and to partially meet state requirements for certification as an Educational Diagnostician. The internship is the final, "capstone" field experience that builds on and integrates prior experiences and coursework, allowing increasing autonomy in providing comprehensive diagnostic services under supervision.

UNIVERSITY OF HOUSTON GRADUATE AND PROFESSIONAL STUDIES GRADUATE CATALOG
It is important for all students to read the catalog and be familiar with the requirements and policies currently in effect for all graduate students at The University of Houston. The catalog is available online at http://publications.uh.edu/index.php.

Specifically: It is the responsibility of students to be aware of rules and regulations. As such, please view the Graduate Catalog to review all policies regarding, but not limited to: Academic Honesty, Dropping Courses, Leave of Absence, Low Grade Policy, Plagiarism (Definition of), and Withdrawal.
UNIVERSITY OF HOUSTON WEBSITE
The UH website available at http://uh.edu/ contains policies in regard to student business services including tuition/fees amounts, payment options with due dates, and refunds; academic calendar; enrollment schedules; and more.

COE OFFICE OF GRADUATE STUDIES WEBSITE
The COE Office of Graduate Studies (OGS) provides leadership and continuous support for all graduate programs, faculty and students in the College of Education. COE policy information is available on the OGS website at http://www.uh.edu/education/student-services/graduate-office/.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES WEBSITE
Please visit http://www.uh.edu/education/departments/elps/ for information about the department, mission, degree programs, faculty and staff, ELPS centers and institutes, testimonials, and more.

MYUH
The University of Houston is a student-focused, yet self-service, academic community. As such, students must complete many administrative actions themselves. Through the myUH portal, students may check admission status, register for classes, reserve parking, reset passwords, add classes, view financial aid, make payments, download 1098Ts, and much more by visiting https://myuh.uh.edu/.

ADVISOR AND DEPARTMENTAL STAFF
Your faculty advisor and administrative staff within the Department of Educational Leadership & Policy Studies also serve as resources and will provide guidance on where to go in order to get more information about particular University of Houston, College of Education, and ELPS policies and procedures. Information about these policies and procedures as well as program requirements not described in this handbook can be discussed with your advisor.

Visit the ELPS website at http://www.uh.edu/education/departments/elps/ to access faculty and staff contact phone numbers and email addresses.

CORE FACULTY
Detailed ELPS core faculty information is available at http://www.uh.edu/education/departments/elps/faculty/.
Note: Adjunct faculty vary by semester given the subject matter of the specific course offered at the time.

ADVISING AND VALID CONTACT INFORMATION
Upon admission to the program, all students are assigned a faculty advisor. The student’s relationship with his or her advisor is one of the primary means by which the program
monitors and facilitates student progress through the program and professional and personal competency development. Students are expected to maintain regular contact with their advisors throughout their matriculation, keep their advisors apprised of any problems or concerns that may affect their academic work, complete certification plans in close consultation with their advisors, and seek their advisor’s consultation and assistance as appropriate. Students must keep their myUH accounts updated with their UH email address and/or destination email address, mailing address, and telephone number that will enable the advisor to reliably contact the student. At this time, students are encouraged to use a destination email that does not end in yahoo.com due to UH emails being rejected by Yahoo servers. Failure to maintain valid contact information is a serious issue since the advisor must be able to have confidence that time-sensitive and/or important information will be delivered to the student. Failure to maintain valid contact information is a serious deficiency that may lead to the development of a Performance Improvement Plan (PIP), at any time that the advisor determines that the contact information is not valid.

ONGOING AND ANNUAL REVIEW
The overall progress of all students is evaluated annually by faculty advisors. Students are given feedback each year concerning the outcome of this evaluation. Students are in good standing if they:
• register continuously at the University in courses consistent with the approved degree plan, or seek a formal leave of absence from the program if they must interrupt their enrollment;
• maintain close contact with their advisor concerning progress toward the certification requirements;
• make adequate progress in accordance with the length of time that the student has enrolled in the program; and,
• maintain adequate progress and performance in their coursework. Adequate progress includes formally resolving all Incompletes received in any course during the previous semesters.

DISMISSAL POLICIES AND PROCEDURES
The dismissal of a student from the program is a significant event for the student, the program, and the program faculty and represents the conclusion of the faculty that the student has not demonstrated appropriate, consistent matriculation; has engaged in academic dishonesty; has not met multiple program milestones; has been charged with or convicted of a criminal offense; has failed to demonstrate an adequate level of professional or personal competency, or for other serious reasons (e.g., has been disruptive to the education and training process). Dismissal action is typically the outcome of careful inquiry and collection of data from multiple sources as well as communication with the student regarding his or her unsatisfactory performance in basic or, where appropriate, remedial work, as outlined in a Performance Improvement Plan. However, immediate dismissal may occur under dangerous (e.g., threat of bodily harm, slander, libel), unusual, or other serious circumstances.
GRIEVANCE POLICY AND PROCEDURES
Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified in the College of Education Student Grievance Policy and in the UH Graduate Studies Catalog.

CREDIT TOWARD A DEGREE AT UH
Prospective students will be encouraged to adhere to the admission criteria for UH College of Education graduate programs so that they may apply relevant courses in this certificate program toward a Master's degree in Special Populations or Ed.D. in Professional Leadership – Special Populations, if they choose, at the end of their certificate program. However, completion of the Educational Diagnostician certification program does not guarantee acceptance to either program.

COURSEWORK
The Educational Diagnostician certification program is designed to enable students to complete certification requirements in 1-2 years. Specifically, students will take a minimum of fifteen (15) credit hours of coursework to complete certification requirements (maximum is 39 credit hours). Many courses are offered online; however, there are two face-to-face courses (SPEC 7340 and SPEC 7392). Since certification plans are enhanced periodically to support continuous improvement planning objectives, students will follow their approved certification plan that is in place at the time in which they complete an official, approved certification plan. Thus, students are encouraged to apply for a certification plan as soon as possible after being admitted. The most current course sequence is provided below.

MINIMUM REQUIRED COURSES
SPEC 7340 Assessment of Academic Achievement
SPEC 7341 Assessment of Learning Difficulties
SPEC 7392 Assessment of Intellectual Abilities
SPEC 7393 Educational Diagnostician Internship I
SPEC 7393 Educational Diagnostician Internship II

ADDITIONAL COURSES
All graduate courses previously taken will be evaluated to determine which Educational Diagnostician courses are needed. Some courses may also be waived for those with EC-12 Special Education certification. In addition to the 15 required courses, students may be required to take the following 24 hours:
ELCS 6237 Introduction to Educational and Psychological Measurement
SPEC 6340 Learning and Educational Sciences
SPEC 6360 Individuals with Disabilities
SPEC 6361 Behavioral Interventions: Introduction
SPEC 6362 Behavioral Interventions: Evidence-Based Decisions
SPEC 6363 Instructional Interventions: Introduction
SPEC 6365 Instructional Interventions: Evidence-Based Decisions
SPEC 7391 Collaborative Consultation and Coaching

Due to the overlapping nature of state standards for EC-12 Special Education and Educational Diagnostician certification, the following courses (18 hours) are waived for students who hold current/valid EC-12 Special Education certification in Texas: SPEC 6360, SPEC 6361, SPEC 6362, SPEC 6363, SPEC 6365, and SPEC 7391.

**UH COURSE LISTING**
The UH Course Listing allows students to search for, and receive, information regarding available courses for each semester. It is available at [http://www.uh.edu/academics/courses-enrollment/class-schedule/](http://www.uh.edu/academics/courses-enrollment/class-schedule/).

**COURSE AND BENCHMARKS INQUIRIES**
Contact your advisor regarding questions related to course content, course sequence, and benchmarks.

**COURSE REGISTRATION VIA MYUH ASSISTANCE**
Contact Ms. Britney Ikner, Admissions & Academic Advisor in OGS at baikner@central.uh.edu regarding assistance with course registration in MyUH. Students need to ensure to make payment in order to register if a financial hold is posted in MyUH. Contact the Office of Student Business Services at [http://www.uh.edu/about/offices/enrollment-services/student-business-services/](http://www.uh.edu/about/offices/enrollment-services/student-business-services/) with questions related to financial holds. Students may register once the financial hold is cleared. Recently admitted students may also have a degree verification hold. The hold will be cleared once official transcripts are received and processed by the UH Graduate School.

**ENROLLMENT SCHEDULE**

**CERTIFICATION**
The certification plan details the coursework and requirements you'll need in order to be eligible to be recommend for a Texas Educator Certificate through the State Board for Educator Certification (SBEC). A sample certification plan is available at...
CERTIFICATION PLAN SURVEY
The first step to obtaining a certification plan is to complete the Certification Plan Survey at https://www.coe.uh.edu/certapp/survey.cfm. This link was provided in your letter of admission to the program and only needs to be completed once.
Complete/answer the questions as follows:
1. Have you recently been accepted by the University of Houston Main Campus or did you graduate within the last 13 months? **YES**
2. Have you been accepted as a post-baccalaureate (PB) student or a Master's student seeking initial certification? **YES**
   A new note will populate that says “Please see a list of the Certification Plan choices we currently offer by hovering over each choice.” Choose Graduate Student.
3. Enter the required information and click **Submit**.

CERTIFICATION PLAN APPLICATION
The Certification Services office will process your survey and ultimately email a Professional/Student Services Certification Plan Application link. If at any point you are asked whether you are seeking Professional or Student Services certification, choose **Student Services**. From the dropdown menu, select **Educational Diagnostician Certification only**. Enter the required information and click **Submit**. When you receive your completed certification plan via e-mail, the $40.00 Teacher Certification fee for the plan will have been posted to your Student Financials account in PeopleSoft. Pay the fee, thru your account, at that time. This application will be processed by the Certification Services office and your official Certification Plan will be completed by the faculty advisor. You will receive a copy of your Certification Plan once it has been approved by the UH Certification Officer. Certification Plans are approved as batches each semester approximately one month after the application deadline. The application deadlines for fall, spring, and summer are typically October 1, February 1, and July 1, respectively. You should expect to receive your approved official Certification Plan around November 15, March 15, or August 15, respectively. Students will not be allowed to register for a second semester of courses without an approved certification plan on file.

TEXES EXAMINATION
Prior to applying to take the TExES Educational Diagnostician (153), students are expected to complete all pre-requisite courses and benchmark requirements for the certification. Information about the TExES 153 is available at http://cmstexes.ets.org/index.php/download_file/view/712/273/. Complete the UH TExES registration form at https://www.coe.uh.edu/certapp/TExES_reg_Form.cfm. After submitting the registration form, email your faculty advisor that you have submitted the registration
form. The faculty advisor/Program Director will notify the Certification Services office when you are approved to take the TExES 153. This typically occurs during the last third of your final semester of coursework (typically late October or early April). You may choose to wait to take the TExES until you have completed internship.

Be sure to initiate your TEAL account for testing prior to attempting to register for the exam if you have not already done so: https://secure.sbec.state.tx.us/SBECOnline/TEAL_End_User_Training_ECOS.pdf. If you are unsuccessful on your first attempt, please email your score report to your faculty advisor. You may be required to meet with your advisor prior to being approved for a second administration. All students unsuccessful on two attempts will meet with their faculty advisor to establish a study/remediation plan prior to being approved for a third attempt. More information can be found at: http://www.uh.edu/education/student-services/certifications/texes-cert/.

APPLYING FOR TEXAS EDUCATOR CERTIFICATION
Apply for Educational Diagnostician certification through TEAL. The University of Houston will recommend you after you have met the following requirements:
- Must have a certification plan on file
- Completion of all certification plan coursework (as demonstrated by final grades in all courses)
- Master’s degree (verified at admissions)
- A valid Texas teaching certificate (verified at admissions)
- Have approved full-time teacher experience (3 years) in approved accredited school documented through a teacher service record (if not submitted at admissions, service record should be emailed to faculty advisor prior to applying for certification)
- Documented completion of a 160-hour internship
- Successful completion of TExES exam 153 (minimum score 240)

Students should consult with the Certification Office for details about obtaining certification. Information is available on our Certification webpage.

You may request a letter from your faculty advisor detailing your progress toward certification at any time. For example, when applying for Educational Diagnostician positions prior to obtaining certification the school district may require a letter in order to offer a position. Allow at least 2 business days.

INTERNSHIP

REQUIREMENTS FOR INTERNSHIP
In order to register and participate in the clinical internship course SPEC 7393 Educational Diagnostician Internship I, an educational diagnostician candidate must:
1. Be enrolled in SPEC 7340 or SPEC 7392, or be in their last semester;
2. Have an approved Certification Plan on file;
3. Have a GPA of 3.0 in all required courses;
4. Have a valid teaching certificate;
5. Have at least three year’s teaching experience (or be currently in their third year);
6. Have a Master’s degree or have completed the Master’s degree requirements; and
7. Submit a signed Educational Diagnostician Letter of Agreement (EDLA) to ensure approval from the school district and the provision of a site-based supervisor.

In order to register and participate in the clinical internship course SPEC 7393 Educational Diagnostician Internship II, an educational diagnostician candidate must:

1. Have completed either SPEC 7340 or SPEC 7392;
2. Be enrolled in either SPEC 7340 or SPEC 7392, or be in their last semester;
3. Have an approved Certification Plan on file;
4. Have a GPA of 3.0 in all required courses;
5. Have a valid teaching certificate;
6. Have at least three year’s teaching experience (or be currently in their third year);
7. Have a Master’s degree or have completed the Master’s degree requirements; and
8. Submit a signed Educational Diagnostician Letter of Agreement (EDLA) to ensure approval from the school district and the provision of a site-based supervisor.

INTERNSHIP INFORMATION
The internship may be perceived as an enterprise consisting of three major components: 1) the intern or candidate, 2) the cooperating school system or other educational enterprise, and 3) the University of Houston. The internship is an investment in development as an educational diagnostician from which all three participants will derive benefit, and in which all three have definite responsibilities. Through this tri-dimensional model, the areas of accountability are identified and assigned.

- **Intern/Candidate**: The intern is to plan and carry out the leadership activities agreed on by the intern, the site supervisor, and the field supervisor. The intern is also to maintain a daily log of the activities in which he/she is involved. In addition, the intern participates in on-campus meetings, seminars, and on-site conferences.
- **Site supervisor/mentor (SS)**: The SS is the practicing administrator and mentor to whom you have been assigned. Your SS works with you to structure internship experiences within the school context that enable you to meet the requirements outlined in this syllabus.
• **University (field) supervisor** (US): The US is the university professor who visits you at the site of your Internship. The US, with periodic input from supervisors of Educational Diagnosticians in the UH service area, plan the internship. They design any on-campus sessions and receive emailed reports as outlined in this handbook, conduct supervisory visits, and determine final grades. The US’s visits to the schools will take different forms, depending on your circumstances. It would be beneficial to have a walk about, and if your SS is available, to have a meeting. You should be prepared to discuss your experiences with your US.

**SITE SUPERVISOR QUALIFICATIONS & RESPONSIBILITIES**
The internship is not merely "on-the-job training." It is an organized program of training, designed to provide you with a sequence of experiences that will enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills. As a concurrent clinical experience in the preparation of educational diagnosticians, the site-based clinical experience provides candidates with the opportunity to engage in learning activities related to educational diagnostician. The field experience must be a minimum of 160 clock hours of educational diagnostician experience supervised by a certified Educational Diagnostician or Licensed Specialist in School Psychology (LSSP). Supervising LSSPs must have at least 3 years licensed, and must have competency and experience in the roles and responsibilities of Educational Diagnosticians. Reports by the intern must be co-signed by the certified Educational site supervisor. The supervisor must provide at least one hour face-to-face supervision for every 40 hours of internship. Each site supervisor is required to provide regular feedback to the intern. Site supervisors are required to sign the internship log documenting at least 160 hours for any intern who successfully completes the internship program, and to complete the Evaluation of the Intern and return it to the university supervisor.

**SITE SELECTION**
In preparation for the placement, it is recommended that the intern identify a possible site. The intern is welcome to make preliminary contact with internship sites; however, the university supervisor is ultimately responsible for approving the site. In selecting field experience sites the university supervisor, in cooperation with the prospective intern, places considerable importance on the availability and cooperation of a certified educational diagnostician qualified to assume the role of the cooperating educational diagnostician or LSSP, as well as the quality of the experiences offered. Students are encouraged to reach out to the special education leadership in the district in which they are employed. Students not currently employed in a school district, charter school, or accredited private school are encouraged to begin the process of securing a site early in the program.

**APPROVAL OF THE SCHOOL DISTRICT**
The intern must have written approval from the site supervisor. The intern should
contact the director of special education or designee and request information on the steps necessary to get district approval to complete a clinical internship in the district. The appropriate administrator is often a director, coordinator, or supervisor in the central special education department office. The appropriate administrator must sign the EDLA unless only the site supervisor is required by district policy.

UNIVERSITY SUPERVISOR QUALIFICATIONS & RESPONSIBILITIES
The University Supervisor (US) will provide the intern with structured guidance and regular ongoing support. The US will be responsible for completing TEA-approved observation training. The US will (a) be a currently certified Educational Diagnostician, or (b) hold at least a master's degree (relating to Educational Diagnostician or related field) and comply with the same number, content, and type of continuing professional education as those required for Educational Diagnosticians (i.e. 200 clock hours of CPE every 5 years). Initial contact with the intern (which may be made by telephone, email, or other electronic communication) will occur within the first quarter (i.e. 40 hours) of the placement.

Three observations/conferences (45 minutes each) will be held during the internship. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the intern; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the intern’s site supervisor.

INTERN RESPONSIBILITIES
The Intern assumes a major share of the responsibility for the success of his/her field experience. The purpose of the internship program is to provide diagnostician candidates with meaningful and relevant experiences associated with becoming an educational diagnostician. The intern is subject to the authority, rules and regulations of the sponsoring school district. It is hoped that the participant gains valuable work-related experience that will provide a competitive advantage when applying for a position. Specific responsibilities of the intern include:

1. Submit signed EDLA;
2. Maintain a log of field experiences (see Internship Log);
3. Complete at least two Full and Individual Evaluation (FIE) reports (submit at least one redacted report in portfolio);
4. Become fully acquainted with the rules and regulations of the school district;
5. Maintain confidentiality of all records and internal matters of the school district at all times;
6. Comply with state and federal laws, district rules, policies, and regulations;
7. Schedule agreed upon activities with proper administrative personnel;
8. Read and follow the Educational Diagnostician Code of Ethics;
9. Be familiar with the Educational Diagnostician Educator Standards;
10. Attend Admission, Review, Dismissal (ARD) Committee meetings;
11. Facilitate at least one (1) ARD Committee meeting (submit a copy of the signature page with all other names and signatures redacted);
12. Review results of an evaluation with the parents of the student evaluated;
13. Attend at least one (1) relevant district or regional in-service (certificate must be included in portfolio); and
14. Maintain a portfolio and submit the portfolio at the conclusion of the clinical experience.

SUGGESTED INTERNSHIP ACTIVITIES
Ideally, the intern shall spend 25% - 50% of her/his time in direct (face-to-face) services with students. The following represents a small sample of potential activities:

- Assess special education initiatives, such as inclusion, and work with interested faculty in developing plans for improvement.
- Review the availability of evaluation instruments and report writers.
- Assess the school culture by collecting data on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school and community. Use that data to assist with appropriate formal testing to administer to students.
- Become familiar with and utilize existing data commonly available to schools.
- Conduct an audit of the IEP development process.
- Draft ARD meeting reports for the review of IEP.
- Review the CHC cognitive processing areas to assist with determining the best practices for student learning; then lead a faculty discussion of the application of the theory to improve student learning.
- Communicate with related services personnel (counselor, physical therapy, occupational therapy, special transportation, school nurse).
- Review PIEMS activity fund accounting procedures.
- Review the coding of students enrolled in special education (e.g., 45 = PPCD, 40 = Inclusion).
- Review technologies, including assistive technologies, available to support the needs of students enrolled in the special education program.
- Prepare ARD notices for parents, school staff and related services personnel.

REFLECTIVE JOURNAL
Interns will keep a reflection journal each semester of internship, recording 1 entry for approximately every 20 hours of internship (minimum of 8 entries over the course of the entire internship). A sample format is included in Appendix C, but other formats are acceptable. For each entry, describe what and when the activity occurred,
summarize the activity or activities, and write about your experience. You are asked to identify critical learning events that have happened during your internship in terms of your professional development. Analyze the learning events by discussing the personal impact, what you learned, and how the experience has formulated your plans for being an effective Diagnostician.

EVALUATION OF THE INTERN
The purpose of the internship is to provide all future educational diagnosticians with clinical experiences designed to allow for a thorough immersion in the operational and academic activities associated with school building educational diagnostician. Throughout the internship experience the university supervisor is available to both the intern and the site supervisor.

The efficacy of the program is paramount to the continued success of the program. Therefore, the College of Education utilizes a continuous improvement process for the purpose of evaluating and monitoring program results. At the close of the clinical experience, a formal evaluation will be conducted with input from the intern, university supervisor and the site supervisor.

FINAL GRADE DETERMINATION
The final grade for the internship experience will be pass/fail and will be determined between the university supervisor and site supervisor, with the university supervisor having the final decision and the responsibility for reporting the final grade. Interns must submit the following in order to receive a grade:

- Internship Information Form
- Educational Diagnostician Letter of Agreement
- Signed internship log
- Reflective journal
- Observation information
- Supervisor evaluation of the intern
- Final Portfolio

PORTFOLIO

INTERN PORTFOLIO
The portfolio is an opportunity to demonstrate that your knowledge and skills meet the standards outlined in the Texas Administrative Code §239.83 (Standards Required for the Educational Diagnostician Certificate). The portfolio will be a collection of materials demonstrating knowledge and/or skills for each of the ten (10) standards. The portfolio should have a cover sheet (including a title, your name, University of Houston, and the date submitted), followed by your EDLA, internship log, and supervisor evaluation of the intern. Next, there should supporting documents that demonstrate competency in all areas, including a redacted FIE, redacted ARD
meeting signature page, reflective journal, and in-service certificate. Create a single pdf of all documents. Consult with our University Supervisor for details on creating and submitting the portfolio. You will be provided with a sample portfolio at the beginning of your internship.

**PORTFOLIO COMPONENTS**
You will include several documents in your portfolio. Relevant forms and samples are included in Appendix C.
1. Cover Sheet (title, name, university, date submitted)
2. EC-12 Special Education certificate (if applicable)
4. Internship Log
5. Supervisor Evaluation of the Intern
6. Copies of observation forms (3)
7. Reflective Journal
8. Full and Individual Evaluation reports (2; redacted)
9. Evidence of ARD Committee meeting attendance (signature page; redact other signatures)
10. Evidence of ARD Committee meeting facilitation (signature page; redact other signatures; may be the same as #7)
11. Evidence of report review with parent (journal entry from #5 or signed log #3)
12. In-Service attended (certificate of completion)

**PROCEDURES**
The portfolio must be submitted prior to receiving a completion grade for your final internship course. The portfolio should be emailed to your University Supervisor in a single .pdf (unless otherwise instructed). If the file is too large to email, it may be shared with your University Supervisor via the UH OneDrive. It is recommended that you submit the portfolio December 10 for fall completers, April 15 for spring completers, and August 1 for summer completers. Please see the UH Academic Calendar for the date when each semester officially closes for the final submission deadline.

**STUDENT SUPPORT SERVICES**
The ELPS program is situated within a university that offers students an array of support services sponsored by a variety of campus offices and facilities. This section describes some of these services and resources.

**ACADEMIC CALENDAR**
http://publications.uh.edu/content.php?catoid=26&navoid=9638
COSTS, FELLOWSHIPS, ASSISTANTSHIPS, FINANCIAL AID, PAYMENT DUE DATES, AND REFUNDS
Information about these programs are available through the University of Houston Office of Student Business Services at http://www.uh.edu/about/offices/enrollment-services/student-business-services/.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
More information about University of Houston services are available at http://www.uh.edu/caps/.

PROBLEM-SOLVING RESOURCES/STUDENT ADVOCACY
Resources are available to assist students to resolve problems or refers them to the office or person who can help resolve a particular problem. More information regarding these services can be found at Dean of Students office web page http://www.uh.edu/dos/. The Legal Clinic at the Law Center provides advice and counsel to students for problems of a legal nature. Students will be advised of steps that can be taken without a lawyer. When an attorney is required, referrals to agencies and other legal services are provided. More information regarding this service is located at http://www.law.uh.edu/clinic/. Contact the Legal Clinic at 713-743-2094 for assistance.

STUDENT LIFE RESOURCES/WELLNESS
A great education extends beyond the classroom. At University of Houston, we support your success with wellness programs, counseling services, a professional police service and much more. University of Houston also offers specialized programs for international students and students with disabilities. More information is available at http://www.uh.edu/student-life/resources/.

TECHNOLOGY
Center for Information Technology (CITE) at the COE: this department offers multi-faceted technology services to the entire College of Education and information is available at http://www.uh.edu/education/student-services/technology-services/.

University Information Technology (UIT): UIT services cover issues pertaining to email accounts and other general technology. Additional information is available at http://uh.edu/infotech/.

UH GENERAL OVERVIEW OF RESOURCES AND QUICK LINKS:
Please visit http://www.uh.edu/students/index.php for details regarding multiple resources available to students at University of Houston.

OBTAINING TEXAS RESIDENCY FOR TUITION PURPOSES
If you are not a Texas resident, University of Houston tuition is very costly relative to the
resident rate. Therefore, nonresident students are urged to take steps during their first year to obtain residency. For more information, consult the Graduate Catalog.
APPENDIX A: NCED CODE OF ETHICS

www.ncedonline.org/pdfs/ncedethics.pdf
Nationally Certified Educational Diagnostician (NCED) Program

CODE OF ETHICS

For purposes of this Code of Ethics, Educational Diagnostician, hereafter referred to in this document as Diagnostician, is defined as a professional holding an advanced degree with qualifications necessary to select, administer, interpret, and report the results of educational assessment procedures for purposes of individual eligibility, program and intervention planning, and progress monitoring.

A. Privacy and Confidentiality

1. Diagnosticians respect the privacy and confidentiality of clients through professional responsibilities as dictated by the state in which they are licensed and in which they practice.

2. Diagnosticians adhere to the relevant privacy and confidentiality guidelines and expectations defined in relevant state and federal law. These federal laws include, but are not limited to: Individuals with Disabilities Education Act (IDEA); Family Education Rights Privacy Act (FERPA), Section 504 of the Vocational Rehabilitation Act, and the American with Disabilities Act.

B. Responsibilities to Individuals Undergoing Assessments

1. Diagnosticians are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

2. Diagnosticians shall not discriminate in the delivery of professional services, nor do they engage in assessment practices that discriminate against individuals on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, language, socioeconomic or disability status, or any basis prescribed by law.

3. Diagnosticians solicit and report information regarding individual characteristics that may have an impact on the results of assessment procedures, such as race or ethnicity, gender, age, language differences, socioeconomic or disability status.

C. Professional Competency

1. Qualifications of Diagnosticians Engaged in Assessment
   a. Diagnosticians will maintain high standards of professional competence in the interest of both clients and the profession.
   b. Diagnosticians will use only those tests and other assessment procedures which they are competent to administer with competency dependent upon initial preparation, continuing professional development, and experience.
   c. Competency of diagnosticians should be documented, not implied, and made available to clients.
d. Continuing professional development should address current research, professional development, and practice.

e. Diagnosticians should recognize the boundaries of their competence and engage only in those activities for which they are qualified.

f. Supervisors and higher educators ensure that diagnosticians in-preparation and practicing diagnosticians have sufficient knowledge and experience before they utilize assessment procedures.

2. Selection of Assessment Procedures

a. Diagnosticians will select and use appropriate assessment instruments, recognizing their limitations with respect to reliability, validity and bias. Instruments selected shall be based on professional development, experience and methods designed to meet each client’s unique needs.

b. Diagnosticians are responsible for becoming familiar with each test manual and should be able to document the rationale for test selection.

c. Test selection should be based on appropriateness of norm samples in addition to appropriateness related to client’s needs.

3. Test Administration

a. Diagnosticians will administer tests in the appropriate settings recommended.

b. The client will be informed prior to testing of the rationale for test administration, timelines, costs and any other information deemed pertinent to the test taker.

c. The reason for assessment will be explained with test results furnished in a timely manner.

d. Issues of confidentiality will be adhered to both in administration and interpretation.

e. Diagnosticians will furnish ample opportunity for the test taker to ask questions prior to beginning the assessment process.

f. Any deviations from recommended administration related to environmental issues shall be documented.

g. Diagnosticians will make every effort to resolve issues of possible physical limitation prior to the onset of testing. Any modification will be duly noted and reported in test results.

h. Diagnosticians will follow instructions for test administration in order to ensure accurate results, with deviations duly noted and reported.
i. In addition to employing valid standardized instruments for assessment, observations, background information and any other pertinent information should be included in test administration.

4. Interpretation and Reporting of Results

a. Diagnosticians interpret data from multiple assessment procedures and have an understanding of the foundations and limitations of those assessment procedures.

b. Diagnosticians do not make conclusions unless assessment results, not just history, are present to justify those conclusions. If such evidence is lacking, diagnosticians do not make diagnostic or prognostic statements.

c. When interpreting assessment results, diagnosticians take into account any qualitative influences on test-taking behavior, such as health, energy, motivation, and alike. Description and analysis of alternative explanations are provided with the interpretations.

d. In the absence of published information establishing satisfactory validity of the assessment procedures, particularly, predictive validity, diagnosticians do not make firm conclusions. Diagnosticians do not imply that a relationship exists between assessment results, prescribed interventions, and desired outcomes unless empirical evidence for that relationship exists.

e. Diagnosticians consider multicultural factors in selection of assessment procedures, interpretation of data, diagnosis, as well as formulation of prognosis and educational recommendations.

f. Diagnosticians avoid biased or incorrect interpretation by assuring that the test norms match the client population.

g. Diagnosticians who have the responsibility for making decisions about learners or policies based upon test results have a thorough understanding of applicable assessment procedures, educational theory, methodology, and research.

h. Diagnosticians will ensure that results of assessment are furnished only to relevant personnel.

i. Results will be provided in a clear, cohesive manner which lends itself to understanding by the client.

j. Confidentiality will be of utmost importance throughout the assessment and interpretation process.

k. Written reports shall be designed to assist the client in seeking assistance with recommendations that are clearly outlined. Global, computer generated reports that are not designed to address the unique needs of the client should be avoided.

l. Reports should be edited for accuracy, relevance and grammar.

m. Diagnosticians should adhere to all regulations regarding proper storage and maintenance of records.
D. Materials and Technology

1. Diagnosticians safeguard the security of the assessment procedures they use.

2. Diagnosticians using electronic means to transmit client/student records ensure that the transmission safeguards the privacy of the records.
   a. Diagnosticians only transmit records via fax when the fax machine is in a secure location and is operated by employees who are cleared to work with confidential files.
   b. Diagnosticians using e-mail to transmit client/student records ensure that the message is encrypted or is stripped of all client/student identifying information.

3. Diagnosticians using computer-based assessments make sure that these assessments meet the professional standards for reliability and validity for the intended use of the assessment procedure.

4. Diagnosticians ensure that when they use a computer-based assessment program; whether the program is for the administering the test, analyzing test data, scoring and/or interpreting data, or report writing, the client/student understands the strengths and limitations of the program.

5. Diagnosticians obtain preparation in how to use a computerized assessment analysis, scoring, and/or report writing software programs prior to using the program. An diagnostician also does not claim an unedited computerized assessment report as their own self-written report.

6. Diagnosticians safeguard the security and confidentiality of their client/student databases.

7. Diagnosticians are responsible for any and all scoring and assessment reports obtained as a product from a computerized assessment tool, program, or service. Any limitations related to a computer-based assessment procedure, scoring and/or analysis system, or report writing program are clearly reported and explained in any assessment report.

E. Professional Development

1. Diagnosticians engage in continuous improvement of professional performance by pursuing a program of continuing education including, but not limited to, participation in professional conferences, workshops, meetings, continuing educational courses, research, and reading of professional literature.

2. Documentation of ongoing professional development will be maintained and offered as part of the continuing certification process.

F. Research and Publications

Diagnosticians shall adhere to ethical practices in research and publications which shall include the following standards:
1. Conducting Research

Diagnosticians’ statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations. This includes, but is not limited to, securing appropriate consents, providing opportunities for questions by subjects, maintaining confidentiality, debriefing, reporting accurate data, and correcting unintentional errors.

2. Reporting Research Results

a. Credit

Individuals shall assign credit only to those who have contributed to a publication, presentation or product. Credit shall be assigned in proportion to contribution and only with contributor’s consent.

b. Data

Diagnosticians do not fabricate data. If diagnosticians discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means. When publishing reports of research, diagnosticians will provide discussion of limitations of their data, alternate hypotheses and explanations of their findings.

c. Duplicate Publication of Data

Diagnosticians do not publish, as original data, data that have been previously published. This does not preclude republishing data when it is accompanied by proper acknowledgment.

d. Plagiarism

Diagnosticians do not present portions of another’s work or data as their own, even if the other work or data source is cited occasionally.

e. Sharing Research Data for Verification
After research results are published, diagnosticians do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. Diagnosticians who request data from other diagnosticians to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting diagnosticians obtain prior written agreement for all other uses of the data.

3. Reviewers

Diagnosticians who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of, and the proprietary rights in, the information of those who submitted it.

4. Copyright Laws

Diagnosticians uphold copyright laws in their publications and presentations and professional practice.
APPENDIX B: §239.83. STANDARDS REQUIRED FOR THE EDUCATIONAL DIAGNOSTICIAN CERTIFICATE

http://ritter.tea.state.tx.us/sbec.rules/tac/chapter239/ch239c.html
Chapter 239. Student Services Certificates

Subchapter C. Educational Diagnostician Certificate

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1)-(4), unless otherwise noted.

§239.80. General Provisions.

(a) Because the educational diagnostician plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter ensure that each candidate for the Educational Diagnostician Certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.

(b) An individual serving as an educational diagnostician is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both assessment and student learning is essential.

(c) The holder of the Educational Diagnostician Certificate issued under the provisions of this subchapter may serve as an educational diagnostician, including providing educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from birth through adulthood.

Source: The provisions of this §239.80 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective July 13, 2004, 29 TexReg 6645; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

§239.81. Minimum Requirements for Admission to an Educational Diagnostician Preparation Program.

(a) Prior to admission to an educator preparation program leading to the Educational Diagnostician Certificate, an individual must:

(1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;

(2) hold a valid classroom teaching certificate; and

(3) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

(b) An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.

Source: The provisions of this §239.81 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201.
§239.82. Preparation Program Requirements.

(a) Structured, field-based training must be focused on actual experiences with each of the standards identified in §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate) to include experiences with diverse types of students, grade levels, and campuses.

(b) An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related professional educational diagnostician training and/or experience directly related to the standards identified in §239.83 of this title for part of the preparation coursework or other program requirements.

Source: The provisions of this §239.82 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

§239.83. Standards Required for the Educational Diagnostician Certificate.

(a) Educational Diagnostician Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the standard Educational Diagnostician Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.85 of this title (relating to Requirements to Renew the Standard Educational Diagnostician Certificate).

(b) Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

1. The educational diagnostician knows and understands:
   
   (A) state and federal regulations relevant to the role of the educational diagnostician;
   
   (B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;
   
   (C) models, theories, and philosophies that provide the basis for special education evaluations;
   
   (D) issues, assurances, and due process rights related to evaluation, eligibility, and placement in the least restrictive environment within a continuum of services; and
   
   (E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

2. The educational diagnostician is able to:
   
   (A) articulate the purpose of evaluation procedures and their relationship to educational programming; and
   
   (B) conduct evaluations and other professional activities consistent with the requirements of...
laws, rules and regulations, and local district policies and procedures.

(c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

(1) The educational diagnostician 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) qualifications necessary to administer and interpret various instruments and procedures; and

(D) organizations and publications relevant to the field of educational diagnosis.

(2) The educational diagnostician is able to:

(A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;

(B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;

(C) promote and maintain a high level of competence and integrity in the practice of the profession;

(D) exercise objective professional judgment in the practice of the profession;

(E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;

(F) comply with local, state, and federal monitoring and evaluation requirements;

(G) use copyrighted educational materials in an ethical manner; and

(H) participate in the activities of professional organizations in the field of educational diagnosis.

(d) Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

(1) The educational diagnostician knows and understands:

(A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;

(B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;

(C) strategies for developing educational programs for individuals through collaboration with
team members;

(D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and

(E) family systems and the role of families in supporting student development and educational progress.

(2) The educational diagnostician is able to:

(A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;

(B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;

(C) foster respectful and beneficial relationships between families and education professionals;

(D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;

(E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;

(F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;

(G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;

(H) use appropriate communication skills to report and interpret assessment and evaluation results;

(I) provide assistance to others who collect informal and observational data;

(J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and

(K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).

(e) Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

(1) The educational diagnostician knows and understands:

(A) 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) the relationship between evaluation and placement decisions; and

(C) the role of team members, including the student when appropriate, in planning an individualized program.

(2) The educational diagnostician is able to:

(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; and

(C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

(f) Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

(1) The educational diagnostician knows and understands:

(A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;

(B) educational implications of various disabilities; and

(C) the variation in ability exhibited by individuals with particular types of disabilities.

(2) The educational diagnostician is able to:

(A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities and the assistive technology needs of those students;

(B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and

(C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.

(g) Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The educational diagnostician knows and understands:

(A) basic terminology used in assessment and evaluation;

(B) standards for test reliability;
(C) standards for test validity;

(D) procedures used in standardizing assessment instruments;

(E) possible sources of test error;

(F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);

(G) uses and limitations of each type of assessment instrument;

(H) uses and limitations of various types of assessment data;

(I) procedures for screening, prereferral, including RTI (e.g., response to intervention/multi-tiered support), referral, and eligibility;

(J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);

(K) the necessity of monitoring the progress of individuals with disabilities;

(L) methods of academic and nonacademic (e.g., vocational, transition, developmental, assistive technology) assessment and evaluation; and

(M) methods of motor skills assessment.

(2) The educational diagnostician is able to:

(A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;

(B) select and use assessment and evaluation materials based on technical quality and individual student needs;

(C) score assessment and evaluation instruments accurately;

(D) create and maintain assessment reports;

(E) select or modify assessment procedures to ensure nonbiased results;

(F) use a variety of observation techniques;

(G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;

(H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;

(I) determine a student's needs in various curricular areas and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
(J) make recommendations based on assessment and evaluation results;

(K) prepare assessment reports; and

(L) 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.

(h) Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

(1) The educational diagnostician 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; and

(E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

(2) The educational diagnostician is able to:

(A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and

(B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement and use procedures that ensure nonbiased results.

(i) Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

(1) The educational diagnostician knows and understands:

(A) time-management strategies and systems appropriate for various educational situations and environments;

(B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and

(C) methods for organizing, maintaining, accessing, and storing records and information.

(2) The educational diagnostician is able to:
(A) select, adapt, or design forms to facilitate planning, scheduling, and time management;
(B) maintain eligibility folders; and
(C) use technology appropriately to organize information and schedules.

(j) Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

(1) The educational diagnostician 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;
(B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;
(C) ethical considerations inherent in behavior interventions;
(D) teacher attitudes and behaviors that influence the behavior of individuals with disabilities;
(E) social skills needed for school, home, community, and work environments;
(F) strategies for crisis prevention, intervention, and management;
(G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and
(H) 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).

(2) The educational diagnostician is able to:

(A) conduct functional behavioral assessments;
(B) assist in the development of behavioral intervention plans; and
(C) participate in manifestation determination review.

(k) Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

(1) The educational diagnostician knows and understands:

(A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;
(B) varied learning styles of individuals with disabilities;
(C) curricula for the development of motor, cognitive, academic, social, language, affective,
career, and functional skills for individuals with disabilities;

(D) techniques for accommodating and/or modifying instructional methods and materials for individuals with disabilities;

(E) functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);

(F) supports needed for integration into various program placements; and

(G) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

(2) The educational diagnostician is able to:

(A) interpret and use assessment and evaluation data for instructional planning; and

(B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

Source: The provisions of this §239.83 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

§239.84. Requirements for the Issuance of the Standard Educational Diagnostician Certificate.

To be eligible to receive the standard Educational Diagnostician Certificate, a candidate must:

(1) successfully complete an educational diagnostician preparation program that meets the requirements of §239.82 of this title (relating to Preparation Program Requirements) and §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate);

(2) successfully complete the examination based on the standards identified in §239.83 of this title;

(3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;

(4) hold a valid classroom teaching certificate; and

(5) have three creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

Source: The provisions of this §239.84 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

§239.85. Requirements to Renew the Standard Educational Diagnostician Certificate.
(a) An individual issued the standard Educational Diagnostician Certificate under this title is subject to Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).

(b) An individual who holds a valid Texas educational diagnostician certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.3 of this title (relating to Voluntary Renewal of Current Texas Educators).

Source: The provisions of this §239.85 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

§239.86. Implementation Date.

The provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Educational Diagnostician Certificate on or after September 1, 2018.

Source: The provisions of this §239.86 adopted to be effective December 21, 2017, 42 TexReg 7144.

For more information, email sbecrules@tea.texas.gov.
APPENDIX C ADMINISTRATIVE FORMS
Educational Diagnostician Internship Portfolio

FirstName LastName

University of Houston

April 15, 2017
Educational Diagnostician Letter of Agreement (EDLA)

Intern Name: _____________________________________________________

District/Site: ______________________________________________________

By signing below, the Educational Diagnostician Intern, the Site Supervisor, the School District Administrator, and the University of Houston Faculty Supervisor agree to the goals, content, expectations, and quantity and quality of the work expected from the intern and internship outlined in the Educational Diagnostician Internship Handbook.

______________________________________ ________________________
Educational Diagnostician Intern  Date

______________________________________ ________________________
Site Supervisor     Date

______________________________________ ________________________
School District Administrator   Date

______________________________________ ________________________
Faculty Supervisor     Date
Internship Site Information

Intern Name

Daytime Phone Number

Internship Site

Intern Email Address

Site Address

Site Supervisor (Name, Title, and Credential)

Supervisor Email Address

Supervisor Office Phone

Availability for supervisory visits (days, times, special considerations, etc.)

Directions for University Supervisor (include written driving directions, where to park, check-in procedures, etc)
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<th>Description of Activities</th>
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**Total**
Supervisor Evaluation of the Intern

Evaluation Form for the Educational Diagnostician Internship. To be completed by the intern’s site supervisor. This form is intended as a guide. If you find that it does not serve your purposes you may submit your own evaluation. This evaluation will count as 20% of the student’s final grade.

Directions: To be completed and sent to the intern’s faculty supervisor by the last day of the semester. After completing the form, please save the .pdf and email to Dr. Kristen Hassett at khassett@uh.edu. Thank you for your support and supervision!

Intern Name

Site Supervisor Name

Internship Site

Date

Descriptions of the Ratings

For each area below, please rate the intern on a scale from 1-5.

Outstanding (5) Skills are advanced, comparable to an independent practitioner
Above Average (4) Competencies obtained but may need supervision for non-routine cases
Average (3) Routine supervision of all activities needed
Needs Improvement (2) Intense supervision needed for most activities
Poor (1) Needs remedial work
Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of special education.

Please rate the intern's knowledge and understanding of:

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<td>State and federal regulations relevant to the role of the educational diagnostician</td>
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<td>Laws and legal issues related to the assessment and evaluation of individuals with educational needs</td>
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<tr>
<td>Models, theories, and philosophies that provide the basis for special education evaluations</td>
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<tr>
<td>Issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services</td>
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<tr>
<td>Rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs</td>
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Please rate the intern's ability to:

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<tr>
<td>Articulate the purpose of evaluation procedures and their relationship to educational programming</td>
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<tr>
<td>Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures</td>
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Comments for Standard I
Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities

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<thead>
<tr>
<th>Rating</th>
<th>Knowledge and Understanding</th>
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<tbody>
<tr>
<td>5</td>
<td>Ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities</td>
</tr>
<tr>
<td></td>
<td>Ethical practices related to assessment and evaluation</td>
</tr>
<tr>
<td></td>
<td>Qualifications necessary to administer and interpret various instruments and procedures</td>
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<tr>
<td></td>
<td>Organizations and publications relevant to the field of educational diagnosis</td>
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Please rate the intern's ability to:

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<tr>
<th>Rating</th>
<th>Ability</th>
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<tbody>
<tr>
<td>5</td>
<td>Demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;</td>
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<tr>
<td></td>
<td>Demonstrate positive regard for the culture, gender, and personal beliefs of individual students</td>
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<td></td>
<td>Promote and maintain a high level of competence and integrity in the practice of the profession</td>
</tr>
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<td></td>
<td>Exercise objective professional judgment in the practice of the profession</td>
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<tr>
<td></td>
<td>Engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues</td>
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<tr>
<td></td>
<td>Comply with local, state, and federal monitoring and evaluation requirements</td>
</tr>
<tr>
<td></td>
<td>Use copyrighted educational materials in an ethical manner</td>
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<tr>
<td></td>
<td>Participate in the activities of professional organizations in the field of educational diagnosis</td>
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</table>
Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel

Please rate the intern's knowledge and understanding of:

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<tbody>
<tr>
<td>strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner</td>
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<tr>
<td>concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns</td>
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<tr>
<td>strategies for developing educational programs for individuals through collaboration with team members</td>
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<tr>
<td>roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals</td>
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<tr>
<td>family systems and the role of families in supporting student development and educational progress</td>
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Please rate the intern's ability to:

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<tr>
<th>Use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments</th>
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<tr>
<th>Communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel</th>
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<tr>
<th>Foster respectful and beneficial relationships between families and education professionals</th>
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<tr>
<th>Encourage and assist individuals with disabilities and their families to become active participants in the educational team</th>
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<tr>
<th>Plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers</th>
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<tr>
<th>Collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments</th>
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<thead>
<tr>
<th>Communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities</th>
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<tr>
<th>Use appropriate communication skills to report and interpret assessment and evaluation results</th>
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<tr>
<th>Provide assistance to others who collect informal and observational data</th>
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<tr>
<th>Effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments</th>
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| Keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications) |

Comments for Standards II and III
Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making

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<td>the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services</td>
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<td>the relationship between evaluation and placement decisions</td>
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<td>the role of team members, including the student when appropriate, in planning an individualized program</td>
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<tbody>
<tr>
<td>use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds</td>
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<td>interpret and use assessment and evaluation data for targeted instruction and ongoing review</td>
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<td>assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings</td>
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Comments for Standard IV
Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

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<td>characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities</td>
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<td>educational implications of various disabilities</td>
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<td>the variation in ability exhibited by individuals with particular types of disabilities</td>
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<tr>
<td>access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities</td>
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<td>gather background information regarding the academic, medical, and family history of individuals with disabilities</td>
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<tr>
<td>use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need</td>
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Comments for Standard V
Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations

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<td>basic terminology used in assessment and evaluation</td>
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<td>standards for test reliability</td>
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<td>standards for test validity</td>
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<td>procedures used in standardizing assessment instruments</td>
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<tr>
<td>possible sources of test error</td>
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<td>the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation)</td>
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<tr>
<td>uses and limitations of each type of assessment instrument</td>
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<td>uses and limitations of various types of assessment data</td>
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<td>procedures for screening, prereferral, referral, and eligibility</td>
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<td>the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines)</td>
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<td>the necessity of monitoring the progress of individuals with disabilities</td>
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<tr>
<td>methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation</td>
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<tr>
<td>methods of motor skills assessment</td>
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Please rate the intern's ability to:

<table>
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<tr>
<th>Rating</th>
<th>Collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities</th>
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<tr>
<td></td>
<td>Select and use assessment and evaluation materials based on technical quality and individual student needs</td>
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<td></td>
<td>Score assessment and evaluation instruments accurately</td>
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<td></td>
<td>Create and maintain assessment reports</td>
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<td></td>
<td>Select or modify assessment procedures to ensure nonbiased results</td>
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<td></td>
<td>Use a variety of observation techniques</td>
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<td></td>
<td>Assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills</td>
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<td></td>
<td>Determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology</td>
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<td></td>
<td>Determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results</td>
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<td></td>
<td>Make recommendations based on assessment and evaluation results</td>
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<td></td>
<td>Prepare assessment reports</td>
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<td></td>
<td>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</td>
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Comments for Standard VI
Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction

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<tbody>
<tr>
<td>issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds</td>
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<tr>
<td>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</td>
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<td>issues related to the representation in special education of populations that are culturally and linguistically diverse</td>
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<tr>
<td>ways in which diversity may affect evaluation</td>
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<td>strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement</td>
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<tr>
<td>apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities</td>
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<tr>
<td>recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results</td>
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Comments for Standard VII
Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization

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<tbody>
<tr>
<td>time-management strategies and systems appropriate for various educational situations and environments</td>
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<td>legal and regulatory timelines, schedules, deadlines, and reporting requirements</td>
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<tr>
<td>methods for organizing, maintaining, accessing, and storing records and information</td>
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<tr>
<td>select, adapt, or design forms to facilitate planning, scheduling, and time management</td>
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<td>maintain eligibility folders</td>
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<tr>
<td>use technology appropriately to organize information and schedules</td>
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Comments for Standard VIII
Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

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<tr>
<td>requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans</td>
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<tr>
<td>applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities</td>
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<td>ethical considerations inherent in behavior interventions</td>
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<td>teacher attitudes and behaviors that influence the behavior of individuals with disabilities</td>
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<td>social skills needed for school, home, community, and work environments</td>
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<tr>
<td>strategies for crisis prevention, intervention, and management</td>
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<td>strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world</td>
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<td>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)</td>
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<td>conduct functional behavioral assessments</td>
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<td>assist in the development of behavioral intervention plans</td>
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<td>participate in manifestation determination review</td>
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Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities

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<tr>
<td>instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services</td>
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<td>varied learning styles of individuals with disabilities</td>
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<td>curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities</td>
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<td>techniques for modifying instructional methods and materials for individuals with disabilities</td>
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<td>functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work)</td>
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<td>supports needed for integration into various program placements</td>
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<td>individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment)</td>
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Please rate the intern's ability to:

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<tr>
<td>interpret and use assessment and evaluation data for instructional planning</td>
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<tr>
<td>use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment</td>
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Comments for Standard X
Please use this area to record additional comments that will complete your assessment of the student as a potential special educator.

Signature of Site Supervisor

Signature of Intern

Signature of University Supervisor
Educational Diagnostician Field Observation #_____

Educational Diagnostician Intern: _________________________________________________________

Field Supervisor: ______________________________________________________________________

Date of Preconference and Observation: ___________________ Length of Observation: _____________

Standards Covered:

□ I □ II □ III □ IV □ V □ VI □ VII □ VIII □ IX □ X

Standards Needed/Plan to Cover:

□ I □ II □ III □ IV □ V □ VI □ VII □ VIII □ IX □ X

Preconference (describe planned activities, questions, focus, etc):

Observation (Include general notes/observations):

Post-Conference:

Strengths

Weaknesses

Plan for Growth

_________________________ _____________________
Intern Signature       Date

_________________________ _____________________
Field Supervisor Signature      Date

Date copy provided to site supervisor/mentor: _____________________
# Reflective Journal

Intern Name: ________________________________

Internship Site: _______________________________________

Semester: ________________________________

### Entry #1

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<td>Attendees:</td>
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<td>Summary:</td>
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**Take Aways:**

### Entry #2

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<td>Attendees:</td>
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<td>Summary:</td>
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**Take Aways:**
Educational Diagnostician Certification Program Flowchart

1. Apply to the program/Accept offer of admissions
2. Complete Certification Plan Application
3. Complete Certification Plan Survey
4. Complete coursework
5. Pass TExES 153
6. Complete 160 hour internship
7. Complete coursework
8. Receive official Certification Plan
9. Educational Diagnostician certification