# TABLE OF CONTENTS

Introduction ............................................................................................................................................ 4  
Purpose of this Handbook .................................................................................................................. 4  
Goals of the Program ........................................................................................................................ 4  
Description & Objectives of the Educational Diagnsotician Internship ....................................... 4  
University of Houston Graduate and Professional Studies Graduate Catalog ............................ 4  
University of Houston Website ........................................................................................................ 5  
COE Office of Graduate Studies Website ....................................................................................... 5  
Department of Educational Leadership and Policy Studies Website ........................................... 5  
MyUH .................................................................................................................................................. 5  
Advisor and Departmental Staff .................................................................................................... 5  
Core Faculty ..................................................................................................................................... 5  
Advising and Valid Contact Information ....................................................................................... 5  
Ongoing and Annual Review .......................................................................................................... 6  
Dismissal Policies and Procedures .................................................................................................. 6  
Grievance Policy and Procedures ................................................................................................. 7  
Credit toward a degree at UH for non-degree seeking students ................................................ 7  

Coursework ............................................................................................................................................. 7  
Minimum Required Courses ............................................................................................................ 7  
Additional Courses ........................................................................................................................... 7  
UH Course Listing .............................................................................................................................. 8  
Course and Benchmarks Inquiries ................................................................................................... 8  
Course Registration via MyUH Assistance ....................................................................................... 8  
Enrollment Schedule ........................................................................................................................ 8  

Certification ........................................................................................................................................... 9  
Certification Plan Application ........................................................................................................... 9  
Formal Admission .............................................................................................................................. 9  
TESEs Examination .......................................................................................................................... 9  
Applying for Texas Educator Certification .................................................................................... 10  
Release from the University of Houston Educator Preparation Program ...................................... 11  

Internship ............................................................................................................................................... 11  
Requirements for Internship .......................................................................................................... 11  
Internship Information .................................................................................................................... 11  
Site Supervisor Qualifications & Responsibilities ........................................................................ 12  
Site Selection ..................................................................................................................................... 12  
Approval of the School District ...................................................................................................... 13  
University Supervisor Qualifications & Responsibilities ............................................................... 13  
Intern Responsibilities ...................................................................................................................... 13  
Suggested Internship Activities/Field Experiences ....................................................................... 14  
Log of Field Experiences ................................................................................................................ 14  
Reflective Journal ............................................................................................................................. 15  

| 2 |
Field Observations.......................................................................................................................... 15
Evaluation of the Intern....................................................................................................................... 15
Final Grade Determination................................................................................................................... 16

Portfolio.................................................................................................................................................. 16
Intern Portfolio .................................................................................................................................. 16
Portfolio Components ....................................................................................................................... 16
Procedures...................................................................................................................................... 17

STUDENT SUPPORT SERVICES ............................................................................................................... 17
Academic Calendar ......................................................................................................................... 17
Costs, Fellowships, Assistantships, Financial Aid, Payment Due Dates, and Refunds............... 17
Counseling and Psychological Services (CAPS)................................................................................. 17
Problem-Solving Resources/Student Advocacy ................................................................................. 17
Student Life Resources/Wellness ........................................................................................................ 18
Technology ..................................................................................................................................... 18
UH General Overview of Resources and Quick Links: ................................................................. 18
Obtaining Texas Residency for Tuition Purposes............................................................................... 18
Office 365........................................................................................................................................ 18

Appendix A: NCED Code of Ethics.................................................................................................. 19
Appendix B: §239.83. Standards Required for the Educational Diagnostician Certificate........... 26
Appendix C Administrative Forms ...................................................................................................... 33
Appendix D Program Flowchart ....................................................................................................... 40
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 internship (SPEC 7394 and SPEC 7395) and successfully complete 160 hours of supervised internship experience in a public, charter, or accredited private 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 regarding 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 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 (certification-only students) or academic advisor (M.Ed. students). 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 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 and/or certification 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 FOR NON-DEGREE SEEKING STUDENTS**
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 7394 Educational Diagnostician Internship I
- SPEC 7395 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:
SPEC 6237 Introduction to Educational and Psychological Measurement
SPEC 6340 Learning and Educational Sciences
SPEC 6360 Individuals with Disabilities
SPEC 6361 Behavior: Interventions
SPEC 6362 Behavior: Evidence-Based Decisions
SPEC 6363 Instructional Interventions
SPEC 6365 Data-Based Individualization of Instructional
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 from the certification plan 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/.

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/ 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
Students can begin planning the registration timeline by viewing http://www.uh.edu/academics/courses-enrollment/enrollment-schedule/index.php.
The certification plan details the coursework and requirements you'll need 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 http://www.uh.edu/education/degree-programs/ed-diag-cert/diagnostician-sample.pdf.

CERTIFICATION PLAN APPLICATION
The first step to obtaining a certification plan is to complete the survey “Application Professional and Student Services Certification Educator Preparation Program.” This link was provided in your program welcome letter and only needs to be completed once.

FORMAL ADMISSION
The Educational Leadership & Policy Studies (ELPS) department will process your certification application and ultimately notify you via email that you have been formally admitted to our educator preparation program for Educational Diagnostician. You will be asked to accept our offer by clicking on a link that will lead to a short survey titled “Formal Admission Professional or Student Services Certification Program – Acceptance.” This process leads to your formal enrollment at UH and will be designated in TEAL/ECOS. If the formal admissions survey is not completed by the specified date, you will not be able to enroll in certification coursework. You will have an opportunity to be formally admitted during the next admission cycle (i.e. the next semester). Next, your acceptance will be processed by ELPS 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 prepared.

TEXES EXAMINATION
Prior to applying to take the TEEx Educational Diagnostician (153), students are expected to complete all pre-requisite courses and benchmark requirements for the certification. Information about the TEEx 153 is available at http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX153_TestPage.html. The faculty advisor/Program Director will notify the Certification Office when you are approved to take the TEEx 153. This typically occurs during the last third of your final semester of coursework (i.e. SPEC 7392, typically early March). You may choose to wait to take the TEEx 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 will be required to meet with your faculty advisor to devise a study plan prior to being approved for a second administration. More information can be found
APPLYING FOR TEXAS EDUCATOR CERTIFICATION
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; all incompletes must be resolved)
- Master’s degree (verified at admissions for Diagnostician certification-only students)
- 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 ygutierrez6@uh.edu prior to applying for certification)
- Documented completion of a 160-hour internship
- Documented internship observations (3 observations, 45 minutes each)
- Successful completion of TExES exam 153 (minimum score 240)

After completing UH program requirements, submitting all required documentation, and taking/passing the required TExES exam, candidates should apply for certification through TEAL. Note that TEA does not contact UH when candidates apply for certification; thus, you must notify UH that you ready to be certified by completing the ELPS Application for Certification.

- The Educational Leadership & Policy Studies Program Manager will confirm that all requirements have been met and then will recommend you to the Certification Officer. Please allow 5-7 business days for processing. You will be notified if any requirements have not been met or informed that you have been recommended for certification to the Certification Officer. Contact Yonelly Gutierrez (ygutierrez6@uh.edu) for inquiries.

- Next, the Certification Office will approve your certification application in TEAL. Please allow 5-7 business days for confirmation. Contact the Certification Office (uhcert@central.uh.edu) for inquiries.

VERIFICATION LETTERS
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 before offering a position. Allow at least 2 business days.
RELEASE FROM THE UNIVERSITY OF HOUSTON EDUCATOR PREPARATION PROGRAM
Candidates who wish to be released from the UH Educator Preparation Program (any certification area) must complete Part A of the TEA Candidate Transfer Form. The UH Certification Office will complete Part B of the TEA Candidate Transfer Form. Please contact the Certification Office at uhcert@central.uh.edu for more information.

INTERNERNSHIP

REQUIREMENTS FOR INTERNSHIP
To register and participate in the clinical internship course SPEC 7394 Educational Diagnostician Internship I, an educational diagnostician candidate must:

1. Be enrolled in or completed either SPEC 7340 or SPEC 7392;
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.

To register and participate in the clinical internship course SPEC 7395 Educational Diagnostician Internship II, an educational diagnostician candidate must:

1. Meet all requirements listed above for enrollment in SPEC 7394;
2. Have completed SPEC 7340; and
3. Be enrolled in or completed SPEC 7392;

INTERNERSHIP 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 Diagnostician/LSSP 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 observes 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 observations, and determine final grades. The US’s observations will take different forms, depending on your circumstances. 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 appropriately credentialed site supervisor. The supervisor must provide at least one hour of 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. Securing an internship is the responsibility of the Intern.
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. Schedule three observations with the university supervisor;
4. Complete at least two Full and Individual Evaluation (FIE) reports (submit at least one redacted report in portfolio);
5. Become fully acquainted with the rules and regulations of the school district;
6. Maintain confidentiality of all records and internal matters of the school district;
district at all times;
7. Comply with state and federal laws, district rules, policies, and regulations;
8. Schedule agreed upon activities with proper administrative personnel;
9. Read and follow the Educational Diagnostician Code of Ethics;
10. Be familiar with the Educational Diagnostician Educator Standards;
11. Attend Admission, Review, Dismissal (ARD) Committee meetings;
12. Facilitate at least one (1) ARD Committee meeting (submit a copy of the signature page with all other names and signatures redacted);
13. Review results of an evaluation with the parents of the student evaluated;
14. Attend at least one (1) relevant district or regional in-service (certificate must be included in portfolio); and
15. Maintain a portfolio and submit the portfolio at the end of the clinical experience.

SUGGESTED INTERNSHIP ACTIVITIES/FIELD EXPERIENCES
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 (ex: 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.

LOG OF FIELD EXPERIENCES
This field experience/internship log must clearly document a total of 160 hours. The log
file will be provided by the faculty advisor and should be used for both SPEC 7394 and SPEC 7395. In other words, a single, continuous log must be submitted at the end of SPEC 7395 that documents all hours obtained throughout the internship. The final page of the log must show the total number of hours (i.e. 160 or more). The log must be signed by the candidate, the site supervisor, and the university field supervisor.

**REFLECTIVE JOURNAL**

Interns will keep a reflective journal during their 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. The reflective journal will be submitted at the end of SPEC 7394 and SPEC 7395, but should be a single, continuous document.

**FIELD OBSERVATIONS**

TEA requires three observations/conferences (45 minutes each) over the course of the internship during the first, second, and final third of the internship experience (i.e. approximately every 53 hours of internship). One observation must be scheduled during Educational Diagnostician Internship I (two observations will occur during Educational Diagnostician Internship II) if 50 or more hours are acquired. For each formal observation, the field/university 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. The feedback from must be signed by the candidate, site supervisor, and university/field supervisor. All observations may be provided by use of electronic transmission or other video- or technology-based method. It is the intern’s responsibility to initiate the scheduling process and to ensure activities observed meet several of the Standards Required for the Educational Diagnostician Certificate. The first observation should be scheduled at the point that 50-55 hours have been accumulated, the second observation around 105-110 hours, and the third observation between 150-160 if possible.

**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 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 to receive a grade:

- Internship Information Form (SPEC 7394)
- Educational Diagnostician Letter of Agreement (SPEC 7394)
- Signed internship log (SPEC 7394 and SPEC 7395)
- Reflective journal (SPEC 7394 and SPEC 7395)
- Observation information (SPEC 7394 and SPEC 7395)
- Supervisor evaluation of the intern (SPEC 7395)
- Final Portfolio (SPEC 7395)
- Grades in all courses on certification plan (i.e. no “I” for incomplete; SPEC 7395)

**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, three observations, 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. Copies of observation forms (3)
6. Supervisor Evaluation of the Intern
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 must be submitted to your University Supervisor in a single .pdf (submission instructions will be provided). It is recommended that you submit the portfolio December 10 for fall completers, May 10 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

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 multifaceted 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.

OFFICE 365
Microsoft Office 365 is the University of Houston’s official cloud storage, communication, collaboration, and productivity platform for faculty, staff, and students. General information can be found at this link. CITE has created an Office 365 tutorial that can be found at this link.
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/sbecrules/tac/chapter239/ch239c.html
(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
APPENDIX C ADMINISTRATIVE FORMS
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

<table>
<thead>
<tr>
<th>Intern Name</th>
<th>Daytime Phone Number</th>
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<tr>
<td>Internship Site</td>
<td>Intern Email Address</td>
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<td>Site Address</td>
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<tr>
<td>Site Supervisor (Name, Title, and Credential)</td>
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<tr>
<td>Supervisor Email Address</td>
<td>Supervisor Office Phone</td>
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</table>

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

Directions for University Supervisor (include written driving directions, where to park, check-in procedures, etc)
## Educational Diagnostician Practicum Log
### University of Houston

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Description of Activities/Standards Covered</th>
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Student Signature:  
Mentor/Site Supervisor Signature:  
Field/UH Supervisor Signature:  

Student:  
Semester/Year:  

____________________________________
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# Educational Diagnostician Practicum Log

**University of Houston**

**Student:**

**Semester/Year:**

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<th>Date</th>
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Student Signature: ____________________________

Mentor/Site Supervisor Signature: ____________________________

Field/UH Supervisor Signature: ____________________________
### Field Supervisor Observation Protocol

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<th>Pre-Conference</th>
<th>Observation (45 minutes)</th>
<th>Post-Conference</th>
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<tbody>
<tr>
<td>✓ Standards-based</td>
<td>✓ Observe expectations in standards and best practices</td>
<td>✓ Toward expectations outlined in the standards</td>
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<tr>
<td>✓ Promotes self-assessment and self-reflection</td>
<td>✓ Gather evidence</td>
<td>✓ To foster support, growth, and development that is intentional</td>
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<tr>
<td>✓ Supports a logical progression of proficiency</td>
<td>✓ Assess implementation and impact</td>
<td>✓ To develop knowledge, skills, behaviors, and actions that are high impact</td>
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<td>✓ Informs goal-setting and professional development</td>
<td>✓ Prioritize practices</td>
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<td>✓ Generate questions to reinforce and refine practices</td>
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### OBSERVATION #1

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<td>Notes/Recommendations:*</td>
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Total Observation Minutes: _________________

University Field Supervisor signature: ____________________________ Date: __________

Candidate/Intern signature: ____________________________ Date: __________

Site Supervisor/Mentor signature: ____________________________ Date: __________
### Reflective Journal

**Intern Name:** ________________________________  
**Internship Site:** ________________________________  
**Semester:** ________________________________  

#### Entry #1

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APPENDIX D PROGRAM FLOWCHART
Apply to the program/Accept offer of admissions

Complete Certification Plan Application

Accept Offer of Formal Admission

Receive official Certification Plan

Complete coursework

Pass TExES 153 and apply in TEAL

Complete 160 hour internship and requirements

Educational Diagnostician certification