

Texas A&M University-Texarkana



Master of Science in Curriculum & Instruction in Special Education or Educational Diagnostician

Revised Summer 2021

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**Curriculum and Instruction
Texas A&M University-Texarkana
7101 University Avenue
Texarkana, Texas 75503**

Future and Current Students:

Thank you for your interest in the online graduate Special Education or Educational Diagnostician Program. Whether you are pursuing the 36-hour MS in Curriculum and Instruction degree in Special Education, or with Educational Diagnostician Certification --or the 18-hour Educational Diagnostician Certification only, we strive to provide you with the necessary skills that will prepare you to become an effective educational leader in special education. Our online courses emphasize quality interactions between the instructor and student via zoom and are tailored to the demands of today's busy professional educator and graduate student.

Should you have programmatic questions regarding the Master's degree in Special Education or Educational Diagnostician Program, please contact EducationDepartment@tamut.edu for assistance.

We appreciate your interest in Texas A&M University-Texarkana.

NOTE: This handbook is subject to change without prior notification and updates will be available. This handbook does not constitute a catalog and does not carry catalog privileges.

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College of Arts, Science, and Education (CASE)

The online MS in Curriculum & Instruction with Educational Diagnostician Certification Program is led by experienced faculty dedicated to the mission and vision of Texas A&M University-Texarkana and the College of Arts, Science, and Education.

College of Arts, Science and Education Mission

We are a community of scholars who challenge each other to lives of inquiry.

Education Department Mission

Teach others to teach well.

Education Department Vision

Teach well.

Education Department Beliefs and Core Values

Good teaching is complex.
Good teaching is deeply reflective.
Good teaching can be replicated.
Good teachers continuously improve.

The mailing address and other contact information are listed below.

Curriculum and Instruction
Texas A&M University, Texarkana
7101 University Avenue, UC 260
Texarkana, Texas 75503
University Number: 903-223-3000

Curriculum and Instruction Faculty

The faculty of the Education Leadership Department are professional educators who bring their Texas public school leadership experiences to the program. Our faculty have served as assistant principals, principals, coordinators, directors, assistant superintendents, and superintendents in various school districts. Their field-based understandings combined with active research agendas make for the best possible learning opportunities as students seek to become educational leaders who will make a difference in schools, school districts, and local communities.

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Admission Process

The MS in Curriculum and Instruction provides a 36-hour Master's degree that includes a concentration in Special Education or Certification for Educational Diagnostician. The programs are offered online, supported with synchronous virtual learning classes for the convenience of our students.

The concentration in Educational Diagnostician provides the foundation for the skills and knowledge required to prepare for the TExES 253 *Educational Diagnostician* Certification Examination. For students already holding a master's degree in education (or a related field), A&M-Texarkana offers an Educational Diagnostician Certification-only program consisting of 18-hours of coursework and practicum. For financial aid purposes, be aware that federal financial aid does not cover certification-only programs but does cover degree programs.

Student admission to the Master's Degree in Special Education or Educational Diagnostician certification, and/or Certification Only Program is a multi-part process.

1. Students must apply to the Texas A&M University-Texarkana Graduate School for admission to the master's degree (concentration in SPED or Ed Diag.), or as a non-degree seeking student in Educational Diagnostician. To apply for graduate studies, go to: <https://www.applyweb.com/texasamu/index.ftl>. Complete the appropriate application and submit the processing fee.

The following items are also required for the graduate school application.

- **Official Transcripts:** University policy forbids anyone from being fully accepted into a graduate degree program without first supplying the University with an official transcript from every regionally accredited college/university the applicant attended. (**Master's degree from a regionally accredited institution is required for the Certification Only Program.**) It is important to note that ALL transcripts come directly from the institution of record (mailed or hand delivered in an unopened envelope sealed by the issuing institution) and must be official. **To be accepted into the Educational Diagnostician Certification program, applicants must have a minimum overall undergraduate GPA of 3.00 or an overall 3.00 on a completed master's degree from a regionally accredited institution.**
2. Students seeking Educational Diagnostician Certification must submit a separate application through Tk20 for Educational Diagnostician Certification for Texas Education Agency documentation. Submit an application to the [Tk20 system](#) by creating a free applicant account. The application will request the following:
 - Submit official service records
 - Submit proof of a current valid teacher certification
 - Completion of Disposition Survey as a screening for applicant appropriateness for certification.

- Applicants must show ability to communicate, listen, read, write, and comprehend the English language sufficient to use in daily communication and instruction. This can be evidenced by one of the following:
 - Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States; or
 - Verification of minimum scaled scores on the Test as a Foreign Language internet-based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing; or
 - If an undergraduate or graduate degree was earned at an institution of higher education in a country outside the United States listed at the [link provided](#).

Once the screening process is complete and you have met the admission requirements for the Educational Diagnostician Certification Program, you will be emailed an *Admission Letter* that you will need to respond to as instructed. The letter also notifies you that a \$35 Texas Education Agency assessment fee will be added to your student account. **Failure to pay this fee prior to the first day of instruction will result in an administrative drop.**

Upon admission to program, students will be required to:

- a. Participate in a virtual program orientation.
- b. Complete a digital literacy assessment online.

Degree Plans and Course Listings

Official degree plans are available in Degree Works.

Students pursuing the 36-hour online Master of Curriculum and Instruction with Special Education or Education Diagnostician Certification should take ED 520, Research Literature and Techniques during the first 12 hours of coursework. Recommended pathways for program courses, with fall starts, are shown below. Contact educationdepartment@tamut.edu for specific questions regarding pathways and/or spring and summer starts.

Program Pathways		
Student does not have a master's degree. <div style="text-align: center;">36 hours, 12 courses</div>	Student has a master's degree in education or a related field and wishes to earn a second master's degree. <div style="text-align: center;">36 hours, 12 courses</div>	Student has a master's degree in education or a related field and wishes to seek ED Diag. certification only. <div style="text-align: center;">18 hours, 6 courses</div>

MS in Curriculum and Instruction with Concentration in Special Education

	Fall	Spring	Summer	
Year 1	SPED 540 SPED 566	ED 520 SPED 542 (Odd)	ED 503 ^A	SPED 541
Year 2	SPED 527 ^A ED 573 or 551	SPED 543 (Even) ED 547	SPED 526 ^A ED 530 ^{**}	
			June - Apply for Aug. Grad July - Take Comp Exam Aug - Graduate	

**Sub for ED 551 or ED 573

^AAutism Concentration

MS in Curriculum and Instruction with Concentration in Educational Diagnostician

*ED Diag Certification only

	Fall	Spring	Summer	
Year 1	SPED 566* ED 520	SPED 525* SPED 542 (O) or 543 (E)	SPED 548*	SPED 541*
Year 2	SPED 549* SPED 527 ^A	SPED 547* SPED 585*	ED 503 ^A SPED 526 ^A	
			June - Apply for Aug. Grad July - Take Comp Exam Aug - Graduate	

*ED Diag. Certification-Only courses

^AAutism Concentration

Applicants seeking a master's degree occasionally request consideration of prior graduate coursework for the requirements of their master's degree. A maximum of 12 SCH of course work outside of the University will be considered for transfer credit. Please be aware transfer credit is not considered for certification courses*.

Courses are valid for up to five (5) years before graduation and program completion. Students will be required to retake courses older than five years prior to completing the program.

Throughout the program graduate students will participate in practice-based instruction and performance assessments that align with state Special Education and/or Educational Diagnostician standards. This includes the following:

[Special Education Certificate Standards EC-6 & 7-12 – Updated October 2020](#)

[Educational Diagnostician Certificate Standards](#)

Course Titles:

SPED 525. Special Education Law. 3 Hours.

SPED 526. The Young Exceptional Child. 3 Hours.

SPED 527. Methods of Teaching Young Learners with Disabilities. 3 Hours.

SPED 540. Introduction to Exceptionalities. 3 Hours.

SPED 541. Assessment and Instructional Planning. 3 Hours.

SPED 542. Methods for Exceptional Learners I. 3 Hours.

SPED 543. Methods for Exceptional Learners II. 3 Hours.

SPED 547. Cognitive Assessment. 3 Hours. Prerequisite: [SPED 549](#).

SPED 548. Instructional Planning for Diagnosticians. 3 Hours.

Prerequisite: [SPED 547](#) and [SPED 549](#).

SPED 549. Achievement Assessment. 3 Hours.

SPED 566. Behavior Management and Motivation. 3 Hours.

SPED 585. Practicum for Educational Diagnosticians. 3 Hours.

The remainder of the handbook serves as the Practicum Manual for those seeking Educational Diagnostician Certification.

Practicum for Educational Diagnosticians (160 clock hours)

The practicum, required by state law, is an integral part of the educational experience of the Educational Diagnostician Certification. Students must complete SPED 585 incurring a minimum of **160 clock hours** of practicum experiences and performance assessments aligned with [Educational Diagnostician Certification standards](#). Students will be advised when they should start the practicum and will receive an “Incomplete” for the course until they meet the 160 clock hours of practicum experience. Students who are non-degree seeking will, in most cases, start the practicum right away. The design of the practicum is to bridge the gap between theory and practice by building on the candidates’ academic foundation with in-school experiential learning. The alignment of the practicum is congruent with the state standards, domains, and competencies.

Practicum Requirements

Students must secure permission from the Educational Diagnostician instructor or Program Coordinator/Advisor for Curriculum and Instructor to register for the practicum course, SPED 585. Students will be responsible for enrolling in the course upon receiving approval. Students in the practicum must be employed in an educational setting during the entirety of the course.

Students completing their practicum experience will be required to spend **160 hours** with a certified diagnostician during one long semester.

1. These hours may be completed in one or more semesters with continuous enrollment and must be approved by practicum instructor.
2. Students are expected to attend ARD meetings, participate in all areas of assessment (formal and informal) under the supervision of the diagnostician, review tests used in the district, and familiarize themselves with other procedures as necessary (day-to-day operations at the campus and administrative level). Please review observation form for activities.
3. Students will maintain a log of activities throughout the practicum experience to include all relevant activities.
4. Practicum students will meet as a group twice (either face-to-face or virtually) during the semester with field supervisor.

Candidates for certification as an Educational Diagnostician in the State of Texas are expected to demonstrate Knowledge and Skills in the 10 standards and related skill sets for educational diagnostician. These ten standards include:

1. Purpose, Philosophy, and Legal Foundations of Evaluation and Special Education
2. Ethical and Professional Practices, Roles, and Responsibilities
3. Collaborative Relationships with Families, Educators, School Personnel, Community, and Outside Agencies

4. Assessment and Evaluation, Program Planning, and Instructional Decision Making
5. Identifying Students with Disabilities and Educational Need
6. Selecting, Administering, and Interpreting Assessments and Evaluations
7. Ethnic, Linguistic, Cultural, and Socioeconomic Diversity
8. Scheduling, Time Management, and Organization
9. Assessing and Evaluating Behavioral and Social Skills for Instruction
10. Instructional Strategies for Individuals with Disabilities

Practicum Sites

It is the practicum student's responsibility to arrange for acceptable settings for the practicum experience and seek approval from their advisor. Advisors may suggest or recommend settings if the student requires assistance in this effort. Practicum experiences must include elementary/early childhood centers, middle and high school settings, including transition planning in public schools. All placements must be approved by site supervisor and practicum instructor/university field supervisor. Even though you will have one site supervisor, it may be necessary to work with more than one diagnostician to meet this requirement. The amount of time spent at each level will be determined by the student and cooperating diagnostician.

Practicum Evaluation

Candidates will meet with their faculty supervisor during classes and will be evaluated during their practicum experience. The candidate, supervising diagnostician, and university faculty member will each complete the formal evaluation form during the midpoint of the experience and again at the end of the practicum.

1. Candidates enrolled in practicum receives a grade of "S" for satisfactory or grade of "U" for unsatisfactory. A candidate who receives a grade of "U" may petition to repeat the experience.
2. Practicum hours are to be kept in a log by the candidate.

Site Supervisor

The site supervisor (mentor) must hold a current Educational Diagnostician Certificate and be working in a Texas school district with a minimum of three years experience. The site supervisor will receive training per [TAC228.35\(f\)](#). The Site Supervisor will direct the campus activities and will interact meaningfully with the student concerning field experiences.

University Field Supervisor

The university field supervisor must hold a current Educational Diagnostician Certificate and must have experience as an educational diagnostician in the state of Texas. The field supervisor will receive training per [TAC228.35\(h\)](#). The University Field Supervisor is responsible for visiting the practicum student at the practicum site within the first quarter to monitor and evaluate candidate progress. The role involves conferences (including video conferencing as applicable) with both the candidate and the site supervisor to guide the student's professional growth. The university field supervisor will visit a minimum of three times, providing the student with an evaluation and discussing strengths, weaknesses, and instructional

recommendations. The university supervisor, site supervisor, and candidate will conference and complete the practicum evaluation form at each visit.

Requirements in SPED 585:

Candidates will complete the following:

- Complete Certification test procedures
- Complete, document, and submit for approval 160 hours of authentic campus leadership activities under the guidance of the campus mentor principal
- Complete, document, provide artifacts, and submit performance assessments under the guidance of the site supervisor that are supported by standards
- Prepare agenda, lead, and submit reflection assignment on three observation meetings with the site supervisor and the field supervisor
- Participate in and complete course assignments, such as discussion boards, virtual class meetings, communication logs, goal setting, informational items, and assigned readings
- Provide evidence of T-TESS and T-PESS training. If documentation of training is not submitted, candidate will be assigned training including the following:

Texas Teacher Evaluation & Support System (T-TESS)	Texas Principal Evaluation & Support System (T-PESS)
<p>Domain I: Planning 1.1 Standards and Alignment 1.2 Data and Assessments 1.3 Knowledge of Students 1.4 Activities</p> <p>Domain II: Instruction 2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation</p> <p>Domain III: Learning Environment 3.1 Classroom Environment, Routines and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture</p> <p>Domain IV: Professional Practices and Responsibilities 4.1 Professional Demeanor and Ethics 4.2 Goal Setting 4.3 Professional Development 4.4 School Community Involvement</p>	<p>Domain I: Strong School Leadership & Planning 1.1 Ethics & Standards 1.2 Schedules for Core Leadership Tasks 1.3 Strategic Planning 1.4 Change Facilitation 1.5 Coaching, Growth, Feedback and Professional Development</p> <p>Domain II: Effective, Well-Supported Teachers 2.1 Human Capital 2.2 Talent Management 2.3 Observations, Feedback & Coaching 2.4 Professional Development</p> <p>Domain III: Positive School Culture 3.1 Safe Environment & High Expectations 3.2 Behavioral Expectations & Management Systems 3.3 Proactive & Responsive Student Support Services 3.4 Involving Families & Community</p> <p>Domain IV: High-Quality Curriculum 4.1 Standards-based Curricula & Assessments 4.2 Instructional Resources & Professional Development</p> <p>Domain V: Effective Instruction 5.1 High-Performing Instructional Leadership Team 5.2 Objective-Driven Plans 5.3 Effective Classroom Routines & Instructional Strategies 5.4 Data-Driven Instruction 5.5 Response to Intervention</p>

Provide evidence of instruction regarding [mental health, substance abuse, and youth suicide](#). If documentation of training is not submitted, candidate will be required to complete training with a virtual provider by the end of the practicum.

Certification Test Approval Procedures

During the practicum or final semester of enrollment, candidates will be released to take the TExES 253 Educational Diagnostician certification exam upon approval. Below is information regarding the certification exam and steps required to be released to register for exam.

TExES 253 Educational Diagnostician Exam

Candidates are limited to a total of five (5) attempts to take the TExES 253 *Educational Diagnostician* certification exam. The five attempts include the first attempt to pass the examination and four retakes as stated in the [Texas Education Code §21.048 \(a-1\)](#).

Candidates seeking approval to register for the TExES 253 *Educational Diagnostician* certification exam must meet eligibility requirements.

- Be admitted to the educational diagnostician program and demonstrate successful completion of coursework required certification coursework.
- Be currently enrolled in SPED 585 Practicum OR have successfully completed the Educational Diagnostician Certification Program.
- Must complete the 6-Step process below before testing:

Step 1: Review Study Materials and Preparation Manuals for Educational Diagnostician (#253) at link provided:

http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html . Candidates are encouraged to take the online \$10 *practice exam* provided.

Step 2: Establish a study plan and timeline.

Step 3: When ready...make an appointment in the testing center to take a *practice exam*. Be sure to email amy.miller@tamut.edu with the date you have scheduled.

Step 4: When ready...make an appointment in the testing center to take a *practice exam*. Be sure to email amy.miller@tamut.edu with the date you have scheduled.

Step 5: If you pass *practice exam* with 80% or higher, you will receive permission to register for the *actual test*. If you get below an 80% on the *practice exam*, you may attempt practice exam in the testing center one more time.

After the second attempt, you will be required to meet with program advisor or instructor to establish a remediation plan and timeline for completion.

Step 6: Register for test: http://www.tx.nesinc.com/PageView.aspx?f=GEN_Register.html

Retention and Exit Policy

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of students served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

- 3.0 Graduate GPA
- No grades below “C” in major/professional development areas or Unsatisfactory in Practicum/Internship courses
- No violation of the university Student Code of Conduct
- No violation of the [TEA Educators’ Code of Ethics](#)

Complaint Policy

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. More information may be found on [TEA complaints website link](#). Any of the persons previously mentioned may seek resolution without fear of retribution.

Any current student at Texas A&M University-Texarkana must follow the current university policy listed in the student section of the University Rules and Procedures.

Formal Process for complaints against the EPP at Texas A&M-Texarkana must be submitted in accordance with the following procedures.

1. An individual “files” a complaint by submitting a written letter regarding the complaint to the Education Preparation Program in writing. College Dean or designee will be available to answer questions regarding the submission of the complaint and provide assistance as needed.
2. College Dean or designee will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission.
3. The designated administrator will review the complaint and provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within fifteen (15) business days of the administrator’s receipt of the complaint. If additional time is needed for investigation and consideration of the complaint, the administrator will notify the complainant and their Executive Officer of the need for an extension and the date by which a decision will be made. Absent unusual circumstances, the extension should not be for more than fifteen (15) additional business days. The designated administrator will provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within five (5) business days of receiving the decision.

Appeals Process An individual may appeal the decision of the designated administrator within five (5) business days after receipt of the written decision. Appeals must be in writing and submitted to the office of the Executive Officer who oversees the department, office or College named in the complaint. The Executive Officer will review the original complaint and the written appeal and may conduct an additional investigation.

Educational Diagnostician Certification Weblinks

Code and Links Related to Certification and Standards

- [Texas Administrative Code 239c, Educational Diagnostician Certificate Standards](#)
- [19 TAC Chapter 149. Commissioner's Rules Concerning Educator Standards](#)
- [State Board of Educator Certification](#)
- [Certificate Renewal Information](#)
- [Texas Educator Code of Ethics](#)
- [International Society for Technology in Education \(ISTE\)](#)

Test Prep Materials

- [TExES 253 Educational Diagnostician Preparation Materials](#)

University Websites

- [College of Arts, Sciences, and Education \(CASE\) Graduate Programs](#)
- [Application Website](#)

Appendices for Practicum

TEXAS A&M UNIVERSITY-TEXARKANA
SPED 585 Educational Diagnostician Practicum

Observation Form
INFORMATION

Candidate/Student	
Site Supervisor (Mentor ED Diagnostician)	
Field Supervisor	
District	
Observation Site	
Start Date of Assignment	Click or tap to enter a date.

CANDIDATE OBSERVATION

Observation Number	Date of Observation	Meeting	Minutes Observed	Pre-conference Date	Post-conference Date
1	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.
2	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.
3	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.
4	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.

Rating Scale: 3=Proficient, 2=Developing, 1=Needs Improvement, N=Not Observed

Educational Diagnostician Certification	Observation 1	Observation 2	Observation 3	Additional Observation
Standard I – The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education. The educational diagnostician is able to:				
(A) articulate the purpose of evaluation procedures and their relationship to educational programming; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Practice Observed:				
Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities. The educational diagnostician is able to:				
(A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(C) promote and maintain a high level of competence and integrity in the practice of the profession;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(D) exercise objective professional judgment in the practice of the profession;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(F) comply with local, state, and federal monitoring and evaluation requirements;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(G) use copyrighted educational materials in an ethical manner; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(H) participate in the activities of professional organizations in the field of educational diagnosis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Practices Observed:				
Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel. 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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(C) foster respectful and beneficial relationships between families and education professionals;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Educational Diagnostician Certification	Observation 1	Observation 2	Observation 3	Additional Observation
(F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(H) use appropriate communication skills to report and interpret assessment and evaluation results;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(I) provide assistance to others who collect informal and observational data;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Practices Observed:				
Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. 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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Practices Observed:				
Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. 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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Educational Diagnostician Certification	Observation 1	Observation 2	Observation 3	Additional Observation
Educational Practices Observed:				
Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations. The educational diagnostician is able to:				
(A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) select and use assessment and evaluation materials based on technical quality and individual student needs;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(C) score assessment and evaluation instruments accurately;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(D) create and maintain assessment reports;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(E) select or modify assessment procedures to ensure nonbiased results;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(F) use a variety of observation techniques;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(I) determine a student's needs in various curricular areas and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(J) make recommendations based on assessment and evaluation results;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(K) prepare assessment reports; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Practices Observed:				
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. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement and use procedures that ensure nonbiased results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Practices Observed:				

Educational Diagnostician Certification	Observation 1	Observation 2	Observation 3	Additional Observation
Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization. The educational diagnostician is able to:				
(A) select, adapt, or design forms to facilitate planning, scheduling, and time management;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) maintain eligibility folders; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(C) use technology appropriately to organize information and schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Practices Observed:				
Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies. The educational diagnostician is able to:				
(A) conduct functional behavioral assessments;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) assist in the development of behavioral intervention plans; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(C) participate in manifestation determination review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Practices Observed:				
Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities. The educational diagnostician is able to:				
(A) interpret and use assessment and evaluation data for instructional planning; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Practices Observed:				

Supervisor Feedback:

Rating Scale: 3=Proficient, 2=Developing, 1=Needs Improvement, N=Not Observed

Student Reflection: Observation #1

Student Reflection: Observation #2

Student Reflection: Observation #3

Student Reflection: Additional Observation (if applicable)

SIGNATURES			
Participant	Name	Signature	Date
Candidate			
Site Supervisor (Mentor Principal)			
Field Supervisor			

Candidate Practicum Checklist and Exit Conference

Information		
Candidate Name		
ID Number		
Campus / District		
Practicum Site		
Total Clinical Hours Completed		
Email Address		
Mobile Number		
Field Supervisor		
Start Date of Practicum		
Mentor Principal		
Mentor Training Date		
Checklist		
<p><i>The checklist contains the class requirements that must be met for grading purposes and TEA requirement compliance and will be on file as a permanent record for certification and TEA audit purposes.</i></p>		
Required: 160 documented clinical experience. Submitted signed log. Copies provided to site supervisor, candidate, and university supervisor.	Number hours documented Log submitted in Blackboard	Hours: <input type="checkbox"/> Log Submitted
Student meeting/conference was conducted with supervisor within 3 weeks of class enrollment to review course expectations to comply with TAC 228.35 Requirement.	Date/s of first class or meeting	
Student Observations were conducted to comply with requirements (TAC 228.35). Total observation time met or exceeded 135 minutes over three observations. The first observation was conducted within the first six weeks of school. Each observation document is signed by the candidate, the mentor principal, and the field supervisor.	Observation #1 Date	
	Pre-conference #1 Date	
	Post-conference #1 Date	
	Submitted in Blackboard	<input type="checkbox"/> Submitted
	Observation #2 Date	
	Pre-conference #2 Date	
	Post-conference #2 Date	
	Submitted in Blackboard	<input type="checkbox"/> Submitted
	Observation #3 Date	
	Pre-conference #3 Date	
Post-conference #3 Date		
Submitted in Blackboard	<input type="checkbox"/> Submitted	
Completed documentation of assigned performance assessments.	Submitted in Blackboard	<input type="checkbox"/> Submitted
Completed 6-Steps for Approval to take TExES 253.	Document Submitted	Score: <input type="checkbox"/> Submitted

Information		
Provided evidence of instruction regarding T-TESS and T-PESS per p. 12 of Handbook	Submitted in Blackboard	<input type="checkbox"/> Submitted
Provided evidence of instruction regarding mental health, substance abuse, and youth suicide per p. 13 of Handbook	Submitted in Blackboard	<input type="checkbox"/> Submitted

SIGNATURES			
<i>Signatures indicate that the above information is correct.</i>			
Participant	Name	Signature	Date
Candidate			
Field Supervisor			

Candidate Recommendation Form <i>EDUCATIONAL DIAGNOSTICIAN PRACTICUM</i>	
Candidate	
Site Supervisor Recommendation	
I recommend this candidate for practicum completion	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments	
Mentor ED Diag/Site Supervisor	
Signature	
University Field Supervisor Recommendation	
I recommend this candidate for practicum completion	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments	
Field Supervisor	
Signature	
Date	

TEXAS A&M UNIVERSITY-TEXARKANA

Site Supervisor Documentation – Educational Diagnostician

Information, Statement of Support, and Training

The state of Texas requires that education students seeking educational diagnostician certification must be supervised by a site supervisor during their practicum. The site supervisor must 1) hold Texas Certification as an educational diagnostician, 2) have three years of experience, and 3) documentation as an accomplished educator. The site supervisor must document their training.

Candidate Information	
Full Name	
Mobile Phone Number	
District Email Address	
Practicum Site (Campus)	
Field Supervisor	
Site Supervisor Information	
Full Name	
Position / Title	
Certification <i>(Must include Texas Ed Diag. Certification)</i>	
Number Years as Ed Diagnostician	
Mobile Phone Number	
District Email Address	
Campus and District	

Agreement

I agree to serve as the site supervisor for the above-named student and to supervise activities during the practicum. I understand that the candidate must log a minimum of **160 hours of clinical residency experience** per [19 TAC §228.35\(e\)\(8\)](#). The purpose of the practicum is to connect theory to practice as students actively lead campus activities and to provide a well-rounded view of the commitment of a principal to the community of learners. The responsibilities of the site supervisor include:

- Establishing consistent times to meet for the purpose of planning, answering questions, discussion, and providing feedback to the candidate on leadership activities and growth.
- Providing guidance and ideas for activities and experiences to document the ten (10) Educational Diagnostician Certificate Standards as established in [Texas Administrative Code §239.83](#).
- Allowing the candidate appropriate access to a broad spectrum of administrative experiences.
- Communicating with the university field supervisor regarding the progress of the student.
- Providing support for required observations per [TAC RULE §228.35 \(h\)](#)
 - Providing access to appropriate leadership activities to demonstrate skills during video-recorded observations
 - Participating in observation meetings
- Encouraging and supporting the student to be an informed risk-taker.

According to [TAC RULE §228.2 \(33\)](#), the site supervisor for a practicum candidate must be an educator who:

1. Has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate.
2. Is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP).
3. Is currently certified in the certification class in which the practicum candidate is seeking certification.
4. Has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate.
5. Is an accomplished educator as shown by student learning (the university will provide a form letter for your principal or district administrator to complete).
6. Guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

My signature below indicates that:

1. I agree to support the educational diagnostician certification program candidate as outlined above.
2. I meet the stated qualifications as a site supervisor.
3. I completed site supervisor training.

SITE SUPERVISOR SIGNATURE		
Name	Signature	Date

Please feel free to contact the field supervisor with any questions you might have.

Dr. Jan Murdock
Associate Professor of Special Education

jmurdock@tamut.edu

(903) 223-3035