

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.

Program Pathways		
Student does not have a master's degree.	Student has a master's degree in education or a related field and wishes to earn a second master's degree.	Student has a master's degree in education or a related field and wishes to seek ED Diag. certification only.
36 hours, 12 courses	36 hours, 12 courses	18 hours, 6 courses

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. 1-3 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 3 incurring a minimum of **160 clock hours** of practicum experiences and performance assessments aligned with [Educational Diagnostician Certification standards](#). 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 either one or two 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).
3. Students will maintain a log of activities throughout the practicum experience to include all relevant activities.
4. University personnel will meet twice during the semester with both the student and diagnostician to discuss progress.
5. Practicum students will meet as a group twice (either face-to-face or virtually) during the semester.

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 practicum instructor/university field 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 face to face 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. 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-PSS 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-PSS)
Domain I: Planning 1.1 Standards and Alignment 1.2 Data and Assessments 1.3 Knowledge of Students 1.4 Activities Domain II: Instruction 2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation Domain III: Learning Environment 3.1 Classroom Environment, Routines and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture 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	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 Domain II: Effective, Well-Supported Teachers 2.1 Human Capital 2.2 Talent Management 2.3 Observations, Feedback & Coaching 2.4 Professional Development 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 Domain IV: High-Quality Curriculum 4.1 Standards-based Curricula & Assessments 4.2 Instructional Resources & Professional Development 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

- 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:
[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=7&ch=239&sch=C&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=7&ch=239&sch=C&rl=Y)
- [19 TAC Chapter 149. Commissioner's Rules Concerning Educator Standards](#)
- [State Board of Educator Certification](#)
- [Certificate Renewal Information](#)
- Texas Educator Code of Ethics:
[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)
- International Society for Technology in Education (ISTE): <https://www.iste.org/standards/for-education-leaders>

Exam Preparation

- [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 Name		
Campus / District		
Field Supervisor		
Site Supervisor/Ed Diag.		
Candidate Observation		
Date of Observation		Comments/Notes
Observation Number	☐ #1 ☐ #2 ☐ #3	
Beginning Time		
Ending Time		
Pre-conference date		
Post-conference date		

	Competency Skill Demonstrates knowledge, practice, and application	Proficient	Developing	Needs Improvement	Not Observed or Discussed
1.	Effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).	☐	☐	☐	☐
2.	Special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.	☐	☐	☐	☐
3.	Roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.	☐	☐	☐	☐
4.	Strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals	☐	☐	☐	☐
5.	Legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.	☐	☐	☐	☐
6.	State and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and compliance with local, state, and federal monitoring and evaluation requirements.	☐	☐	☐	☐
7.	Issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.	☐	☐	☐	☐

8.	Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.	☐	☐	☐	☐
9.	Rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.	☐	☐	☐	☐
10	Professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).	☐	☐	☐	☐
11	Qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.	☐	☐	☐	☐
12	Organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.	☐	☐	☐	☐

Field Supervisor or Site Supervisor Notes:

SIGNATURES			
<i>Signatures indicate that the above information is correct.</i>			
Participant	Name	Signature	Date
Candidate			
Field Supervisor			
Site 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		
<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>		
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: ☐ 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 Observation #2 Date Pre-conference #2 Date Post-conference #2 Date Submitted in Blackboard Observation #3 Date Pre-conference #3 Date Post-conference #3 Date Submitted in Blackboard	☐ Submitted ☐ Submitted ☐ Submitted
Completed documentation of assigned performance assessments.	Submitted in Blackboard	☐ Submitted
Completed 6-Steps for Approval to take TExES 253.	Document Submitted	Score: ☐ Submitted

Information		
Provided evidence of instruction regarding T-TESS and T-PESS per p. 12 of Handbook	Submitted in Blackboard	☐ Submitted
Provided evidence of instruction regarding mental health, substance abuse, and youth suicide per p. 12 of Handbook	Submitted in Blackboard	☐ 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 CERTIFICATION</i>	
Candidate	
Site Supervisor Recommendation	
I recommend this candidate for certification	☐ Yes ☐ Yes, pending any contingencies listed below ☐ No
Comments/Contingencies	
Mentor Principal	
Signature	
Candidate	
University Field Supervisor Recommendation	
I recommend this candidate for certification	☐ Yes ☐ Yes, pending any contingencies listed below ☐ No
Comments/Contingencies	
Field Supervisor	
Signature	
Date	

