



Brownsville Independent School District

Agenda Category: General Function
Contracts/MOU Board of Education Meeting: 12/16/25

Item Title: Texas A&M International University X Action
College of Education and Brownsville Information
Independent School District MOU Discussion

BACKGROUND:

In an effort to address the on-going shortage of Educational Diagnosticians in schools, an affiliation agreement is proposed with Texas A&M International University to allow graduate students enrolled in the Texas A&M International University College of Education practicum experience in the use of formal and informal instruments in the evaluation of the psychoeducational and social development of children and the utilization of education and clinical data in individual teaching plans.

FISCAL IMPLICATIONS:

At no cost to the district.

RECOMMENDATION:

Recommend approval to enter into an affiliation agreement with Texas A&M International University College of Education to provide practicum/internship for master's degree program students to obtain practicum/internship experience. Will be effective December 01, 2025 through August 01, 2026 and shall be automatically renewed for five additional terms of one-year through August 01, 2031, unless terminated by either party. At no cost to the district.

Adriana O. Lippa *ALippa 12/15/25*
Submitted by: Director

Approved for Submission to Board of Education:

Miguel Salinas
Recommended by: Asst. Supt./Exec. Dir.

Beatriz Hernandez
Reviewed by: Staff Attorney

Approved by: Chief Officer

Dr. Jesus H. Chavez
Dr. Jesus H. Chavez, Superintendent



TEXAS A&M INTERNATIONAL UNIVERSITY
COLLEGE OF EDUCATION

SITE SUPERVISOR-TRAINING MANUAL

Educational Diagnostician Program

Advance Your Career with TAMIU's Online Educational Diagnostician Professional Certificate

Take the next step in your career with Texas A&M International University's (TAMIU) online Educational Diagnostician Professional Certificate, designed for educators seeking to specialize in student assessment and intervention. This fully online program equips you with the expertise to identify learning and behavioral disabilities, develop individualized support plans, and help students reach their full academic potential.

Our comprehensive curriculum aligns with the TExES 253 exam, ensuring that you gain the specialized knowledge needed for Educational Diagnostician Certification. The program covers essential topics, including assessment practices, instructional strategies, special education policies, and legal frameworks.

At TAMIU, you'll benefit from the guidance of expert faculty, a supportive online learning environment, and practical experiences that prepare you for real-world diagnostic work. Whether you're looking to advance your career or enhance your impact in special education, our program provides the flexibility, training, and support you need to succeed.

Join a community of dedicated educators committed to transforming lives through education diagnostics—and take your career to the next level with TAMIU.

Dear Site Supervisor,

Thank you for your dedication to mentoring candidates in the Educational Diagnostician field experience program at Texas A&M International University (TAMIU). Your role is instrumental in shaping the next generation of professionals in this field.

As a Site Supervisor, you provide guidance and support to candidates, helping them develop essential skills and competencies. This manual serves as a reference guide to assist you throughout the practicum. Please keep it readily available during the semester.

The university faculty and field supervisors are committed to collaborating with you to ensure a seamless and productive experience for both you and the candidates. Your time and efforts are truly valued.

I extend my sincere gratitude for your commitment to serve as a site supervisor for a candidate from Texas A&M International University's Educational Diagnostician field experience program. Your role as a Site Supervisor is pivotal in the induction of new Educational Diagnosticians into the profession, making a significant impact on their development.

Your responsibility as a Site Supervisor is crucial as your guide and support candidates in cultivating enhanced knowledge, skills, and personal qualities essential to the role of an Educational Diagnostician. This training manual has been designed to complement your efforts, offering valuable information for Site Supervisors involved in the practicum of field experiences. I kindly request you keep this manual easily accessible throughout the semester for quick reference.

Collaboratively, the university professor and the field supervisor will be working with the candidates, ensuring a cohesive support system for both you and the candidates throughout the semester. Your dedication to this role is immensely appreciated.

Thank you once again for your willingness to contribute to the professional growth of our Educational Diagnostician candidates.

Best regards.

Dr. Lilia Portilla

About the TAMIU Educational Diagnostician Program

Texas A&M International University (TAMIU) is committed to academic excellence and accessibility, offering high-quality, affordable programs designed to prepare educators for leadership roles in special education. The Master of Science in Special Education with a Specialization in Educational Diagnostics and the Educational Diagnostician Professional Certificate Program provide a fully online, flexible learning experience tailored for working professionals.

TAMIU's online programs emphasize practical, hands-on training to ensure graduates develop strong problem-solving, critical thinking, collaboration, and communication skills. Educators gain the expertise needed to assess and support students with diverse learning needs, making an immediate impact in schools and communities. With a curriculum aligned to state certification requirements and the TExES 253 exam, the program equips aspiring Educational Diagnosticians with the competencies necessary for success. By choosing TAMIU, students join a supportive academic community dedicated to advancing special education through evidence-based practices and meaningful professional development.

What is an Educational Diagnostician

The Educational Diagnostician certification is a state-approved Student Services certification intended to prepare the highest caliber professionals who possess the knowledge and skills necessary to improve the performance of the diverse student population in Texas.

The holder of the Educational Diagnostician certificate may serve as an educational diagnostician, including providing educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from Early Childhood-Grade 12 (see TAC §239.80). Educational Diagnosticians play a critical role in the identification and support of students with disabilities. Educational Diagnosticians are in high demand due to increases in the number of students eligible for special education in Texas, as well as a 56% increase in the number of special education evaluations completed by Texas school districts in the last few years (TEA, 2015-2016 compared to 2018-2019).

Purpose of this Handbook

This handbook is designed for candidates enrolled in the Master of Science in Special Education with a specialization in Educational Diagnostics or the Educational Diagnostician Certificate Program at Texas A&M International University (TAMIU). It provides clear expectations and guidance for candidates completing their practicum as they pursue certification as Educational Diagnosticians.

This Handbook is intended for students in the Department of Education completing the MS in Special Education with an Emphasis in Educational Diagnostician and/or the Educational Diagnostician Certificate at Texas A&M International University (TAMIU). The purpose of this handbook is to clarify practicum expectations for candidates pursuing certification as an Educational Diagnostician.

Texas Educators' Code of Ethics

All students, faculty, staff, and field supervisors comply with standard practices and ethical conduct towards students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom as set forth by Texas Administrative Code §247.2, the Texas Educator's Code of Ethics. During the formal admission process, all candidates must affirm that they have read and

thoroughly understand and agree to adhere to the Texas Educators' Code of Ethics.

Site Supervisor Qualifications & Responsibilities

The practicum is structured to provide candidates with meaningful, real-world experiences. Site supervisors play a crucial role in mentoring and evaluating candidates. The practicum requires a minimum of 160 supervised clock hours under a certified Educational Diagnostician or a Licensed Specialist in School Psychology (LSSP).

Qualifications:

- Certified Educational Diagnosticians must have at least three years of experience.
- LSSPs must be licensed for at least three years with relevant experience in Educational Diagnostics.

Responsibilities

- Provide mentorship, coaching, and constructive feedback.
- Review and approve candidates' practicum logs and submitted reports.
- Conduct formal evaluations and verify practicum hours.
- Complete the required TAMIU site supervisor form within the first three weeks.
- Maintain open communication with the University Field Supervisor.
- Notify the TAMIU Educational Diagnostician Coordinator of any major issues.

Your role is vital in ensuring candidates develop the competencies required for successful certification and professional practice.

Practicum 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 preparing educational diagnosticians, the site-based clinical experience provides candidates with the opportunity to engage in learning activities related to educational diagnosticians. 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).

- Certified Educational Diagnosticians must have been certified and practiced as Educational Diagnosticians for at least three years (i.e., have three years of experience). Supervising LSSPs must be licensed for at least three years and must have competence

and experience in the roles and responsibilities of Educational Diagnosticians. Site supervisors are required to provide their TEA ID or LSSP license number to assist with the completion of the TEA-required Filed Experience Record.

- Site supervisors must complete TAMIU site supervisor form and agree to abide by the Texas Educators' Code of Ethics within the first three weeks of the practicum placement.
- Reports by the candidate must be co-signed by the appropriately credentialed site supervisor.
- Each site supervisor is required to provide regular feedback to the candidate as well as a number of formal evaluations.
- Site supervisors are required to approve the time log documenting at least 160 hours for any candidate who successfully completes the practicum program.

Site Supervisor Responsibilities Checklist

- Provide coaching for strengths and areas needing improvement:
- Discuss tasks engaged in and help them learn from experiences.
- Review work, offering growth suggestions relevant to established goals.
- Assist in finding time for fieldwork and competency development.
- Establish open, two-way communication and trust with the candidate:
- Critique activities focusing on leadership knowledge and competencies.
- Share Educational Diagnostician background and experiences.
- Provide personal insights in a comfortable atmosphere.
- Support candidate integration into the educational environment:
- Introduce key personnel and school policies.
- Explain style, techniques, and school goals for development.
- Monitor candidate progress and provide feedback:
- Meet weekly, verify hours, and sign logs.
- Observe and review work, offering growth suggestions.
- Conduct honest mid-term and final evaluations:

- Provide an honest appraisal of professional development.
- Keep the designated administrator informed of progress.
- Notify TAMIU Educational Diagnostician Coordinator of major difficulties.

Candidate Qualifications & Responsibilities

Candidates are responsible for ensuring a successful practicum experience by demonstrating professionalism, initiative, and accountability.

By fulfilling these responsibilities, candidates gain hands-on experience aligned with professional standards.

The candidate assumes a major share of the responsibility for the success of their field experience. The purpose of the practicum program is to provide diagnostician candidates with meaningful and relevant experiences associated with becoming an educational diagnostician. The candidate 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.

- Submit Placement and Site Supervisor Information and receive approval for the placement. (If you are not in course 5345, you may submit via email before logging hours.)
- Submit a signed log of field experiences via PDF.
- Schedule and attend three observations with the field Supervisor.
- Submit a weekly reflective journal with the practicum log before virtual meetings and at the end of the practicum.
- Submit a video recording of an assessment activity at the end of the practicum.
- Adhere to school district rules, regulations, and confidentiality policies.
- Comply with state and federal laws, district policies, and the Educator's Code of Ethics. [Texas Education Agency: Educators' Code of Ethics]
- Be familiar with the Educational Diagnostician Educator Standards.
- Schedule agreed-upon activities with proper administrative personnel.
- Attend and, if possible, facilitate at least one Admission, Review, and Dismissal (ARD) Committee meeting (submit a redacted signature page).
- Review evaluation results with parents if possible.

- Submit a professional practicum portfolio via email to the University Field Supervisor with the subject line [Your Last Name] - Practicum Portfolio Submission. Include:

Submissions Guidelines for Practicum Portfolio

The following documents must be submitted at specific stages of your practicum experience. Please review carefully:

1. **Before beginning your practicum hours**, you must submit:
 - a. **Appendix F** (signed by your site supervisor) with your official practicum start and end dates.
 - b. **FERPA Agreement**
 2. **Before each virtual meeting**, please submit:
 - a. Your current **practicum log** (clearly marking direct hours in **blue** and indirect hours in **red in PDF format one page signed by your site supervisor**
 - b. Your **weekly reflective journal entries** up to that point.
 3. **By the third and final virtual meeting**, you must submit:
 - a. **Final Appendix F** (signed, including the end date) and FERPA Agreement
 - b. All **three completed practicum logs** (clearly marking direct hours in **blue** and indirect hours in **red in PDF format one page signed by your site supervisor**
 - c. All **reflective journal entries- from beginning to end of your practicum**
 - d. A **45-minute video** demonstrating a practicum-related activity (e.g., conducting an assessment, attending a meeting, or engaging in professional collaboration)
- **Demonstrate professionalism and initiative:**
 - Actively seek and accept feedback for professional growth.
 - Maintain organization by bringing hour logs and contribution ideas to weekly supervision.
 - Align activities with the campus mission plan and Professional Educational Diagnostician Competencies.
 - Document practicum hours accurately.
 - Maintain a positive and professional attitude in all interactions.
 - **Take responsibility for scheduling and communication:**
 - Set up and follow through with weekly supervision sessions.
 - Reschedule meetings as needed.
 - **Clearly articulate your approach and role as an Educational Diagnostician.**

Site Selection

Candidates must complete their practicum in a TEA-accredited public school district, charter school, or a Texas Private School Accreditation Commission (TEPSAC) accredited private school. The Field Supervisor approves placements in collaboration with the candidate.

Site Requirements:

- The site must provide candidates opportunities to observe and engage in diagnostician-related activities.
- The site supervisor must facilitate hands-on learning experiences that align with state certification standards.

Candidates should secure practicum placements early and confirm site approvals with the appropriate school administrators.

Students must complete their placement in a TEA-accredited school district/public charter, or a private school accredited by the Texas Private School Accreditation Commission (TEPSAC). In preparation for the placement, it is recommended that the candidate identify a possible site. The candidate is welcome to make preliminary contact with practicum sites; however, the Faculty Supervisor, also known as a Field Supervisor, is ultimately responsible for approving the site. In selecting field experience sites, the Field Supervisor, in cooperation with the prospective candidate, 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 where 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 a practicum is the responsibility of the candidate. To be an approved site, the site must agree to the following:

- Allow the candidate to observe the site supervisor (or other assigned Diagnostician or LSSP) engaged in various activities related to the Diagnostician standards, such as consent meetings, REED meetings, IEP team meetings, and testing.
- Allow the candidate to engage in activities related to all 10 Diagnostician standards, including direct assessment of students and report writing.

Approval Of the School District

The candidate must have approval from the site supervisor. The candidate should contact the director of special education or designee and request information on the steps necessary to get district approval to complete a clinical practicum there. The appropriate administrator is often a director, coordinator, or supervisor in the central special education department office.

Some school districts require the building principal to approve the placement. The appropriate administrator must approve the placement unless only the site supervisor is required by district policy.

- As part of the Educational Diagnostician Practicum, candidates are required to complete three formal observations, submit a 45-minute video recording of an assessment activity, maintain a weekly reflective journal, and document their hours using the practicum log. These requirements align with Texas Education Agency (TEA) guidelines and ensure that students receive comprehensive feedback on their progress.
- Candidates will participate in three virtual interactive observations with their University Field Supervisor at the 55, 110, and 160-hour milestones of the practicum. These observations provide an opportunity for supervisors to assess candidates' professional growth, adherence to best practices, and ability to apply assessment techniques in a real-world setting. The feedback from these sessions will help guide candidates in refining their skills and meeting certification requirements.

• In addition to the formal observations, candidates must submit a 45-minute video recording of an assessment activity demonstrating their ability to administer an educational assessment. The recording should focus on the candidate's performance and does not need to include students. Candidates should consult their campus policies and obtain any necessary permissions before recording. The video will be reviewed as part of the observation process to ensure competency in assessment administration.

• Candidates are also required to maintain a weekly **reflective journal**, documenting their experiences, challenges, and insights gained during the practicum. This journal serves as a tool for self-reflection and professional growth, allowing candidates to track their progress and refine their practice. Additionally, candidates must complete the practicum log, where they will record direct and indirect hours, activities completed, and the corresponding TEA standards. The practicum log ensures that candidates meet the required 160 practicum hours and provides a structured record of their experiences.

• These components are designed to support candidates in developing the practical skills necessary for success as an Educational Diagnostician. If you have any questions regarding the process, please consult with your university field Supervisor.

Quality Hours

Quality for Field Experience Hours consists of effective and immediate school services for PK-12 students on the campus site where field hours are collected. Hours should be planned with the Site Supervisor (Mentor), and these experiences should address identified campus needs and priorities and be related to the standards outlined in this manual.

Some candidates might find that they earn more than the required hours, yet hours should align with the components of SBEC standards. The following scoring rubric

provides one example of the type of experience candidates should obtain. Candidates are expected to document their activity in the field experience and the impact of the results.

Direct and Indirect Hours

Generally speaking, direct hours encompass time dedicated to tasks involving direct engagement with students, families, and teachers in collaboration with school partners and stakeholders. This includes face-to-face interactions, meetings, and other engaged activities. The following table provides examples of various ways to accumulate both indirect and direct activities. Below are just a few examples to illustrate the distinction between indirect and direct hours. 100 direct hours/60 indirect hours.

Formal Observations

During the practicum, each candidate will engage in three interactive virtual web meetings with their TAMIU Field Supervisor and Site Supervisors, aligning with the Texas Education Agency guidelines.

Field Experience Course Hours Requirement Aligned with Educator Preparation Provider (EPP) and Texas Education Agency (TEA) standards, the following table presents the Educational Diagnostician Program field hour requirement

| | | |
|-------------------------------|-----------------|-----------------------|
| 3 sub terms before graduation | 1st Observation | 0 hours – 55 hours |
| 2 sub terms before graduation | 2nd Observation | 55 hours -110 hours |
| Sub term before graduation | 3rd Observation | 110 hours – 160 hours |

| Indirect Activity | Direct Activity (with supervisor) |
|---|---|
| Using the phone to locate services or a referral for a student. | Speaking with the student about the phone call or other matters. |
| Planning the calendar for ARDS | Consulting with the principal about the structure of ARD meetings |

| | |
|--|--|
| Entering at-risk information into a database. | Conducting a new parent orientation focused on support for students with IEPs. |
| Writing report notes | Conducting an assessment |
| Creating a list of resources | Talking with a parent about resources |
| Creating a professional development in RTI for faculty | Presenting at a faculty meeting professional development in RTI |
| Filing notes after an assessment, organizing test kits, etc. | Talking with a teacher about how to implement interventions |
| Meet with your Site Supervisor to discuss your activities. | Meeting with a teacher about the referral process |

In order to obtain Texas certification as an Educational Diagnostician you must be employed on a TEA approved public or private school campus where you will obtain the required practicum hours for certification. If you are not able to obtain a site supervisor within your district, then you must obtain a site supervisor outside of your district but must meet the same criteria above.

In addition, candidates must

- The candidate is responsible for setting up regular weekly meetings with the Site Supervisor. When these meetings are canceled, the candidate is responsible for following up and rescheduling.
- Represent the profession, themselves, and their coursework with the highest standards.
- Adhere to confidentiality in all aspects of the field experience.
- Begin accumulating hours when the course officially begins.
- Stay organized and agree to bring hour logs, other pertinent documentation, and other ideas for contributing to the campus mission plan and the Educational Diagnostician role.
- Remain positive when working with Site Supervisors and other professionals in the school setting.
- Seek opportunities to work with students and their families.
- Be innovative and knowledgeable of the Texas Domains and Competencies.
- Abide by TAMIU Policy, including correspondences, using the university email system.

Formal Observations

Candidates will participate in three virtual interactive observations with their University Field Supervisor at the 55, 110, and 160-hour milestones of the practicum. These observations provide

an opportunity for supervisors to assess professional growth, adherence to best practices, and the ability to apply assessment techniques in a real-world setting. The feedback from these sessions will guide candidates in refining their skills and meeting certification requirements.

Video Recording Requirement

Candidates must submit a 45-minute video recording demonstrating their ability to administer an educational assessment. The purpose of this video is to showcase the candidate's assessment administration skills in their school environment. The recording should focus on the candidate's performance and does not need to include students. Before recording, candidates should consult their campus policies and obtain any necessary permissions. The video will be reviewed as part of the observation process to ensure competency in assessment administration.

Weekly Reflective Journal

Candidates are required to maintain a weekly reflective journal, documenting their experiences, **challenges, and insights throughout the practicum**. This journal serves as a tool for self-reflection and professional growth, allowing candidates to track their progress and refine their assessment and evaluation skills.

Each week, write a reflection (about 1–2 pages) based on your practicum experiences. Your goal is to think critically about what you are learning, how you are growing as a diagnostician, and how your actions impact students, families, and colleagues.

Use the questions below to guide your thinking. You do not need to answer each one directly—choose the ones that best connect to your experiences that week.

- Describe an experience this week that challenged or deepened your understanding of the diagnostician's role.
- Reflect on a moment when you had to make an ethical or professional decision. What guided your choice?
- Think of a situation where procedures or rules conflicted with what you felt was right for a student or family. How did you respond?
- Describe how you supported fairness, inclusion, or equity for a student or family.
- Reflect on how you communicated complex information in a way that families could understand.
- Describe any challenges you faced and how you addressed them.
- Reflect on what you learned about collaboration, advocacy, and professionalism.
- Imagine one change you would make to improve current practices or processes. Why would it matter?

Submission Guidelines:

- Write in paragraph form (no bullet points).
- Length: 1–2 pages, double-spaced.
- Include specific examples from your practicum.

Sample Weekly Reflective Journal Entry

Week 5 – Practicum Experience

This week, I had the opportunity to observe and assist during a reevaluation ARD meeting. It was eye-opening to see how the educational diagnostician led the team with clarity, referencing data from multiple sources—classroom performance, updated achievement testing, and teacher feedback. I realized the importance of presenting information in a way that makes sense to all stakeholders, especially the parents.

One insight I gained is that effective communication is not just about what you say, but *how* you say it. I noticed that the diagnostician paused to check for understanding, especially when using terms like “standard scores” and “eligibility criteria.” This helped me understand how crucial it is to adjust language depending on the audience.

Emotionally, I felt a mix of nervousness and motivation. I was hesitant at first to contribute, but I did ask one clarifying question about how the team determines the need for additional accommodations. That small step gave me confidence to participate more in future meetings.

Sample Weekly Reflection

This week, I participated in an ARD meeting that made me think deeply about the importance of communication and empathy in my role. One parent became emotional when we discussed her child’s reading progress. I realized that while I was focused on data and timelines, she was focused on her child’s daily struggles. I paused to explain the results in simpler terms and reassured her that the school team was committed to supporting her child’s growth.

I also noticed how easy it can be to prioritize paperwork over people. Balancing deadlines with meaningful interactions is a challenge, but this experience reminded me that every number represents a real student with unique needs. Going forward, I plan to spend more time preparing how I present information to families so that they feel empowered rather than overwhelmed.

Practicum Log

Candidates must complete a practicum log, where they will document direct and indirect hours, detail the activities completed, and align their experiences with TEA standards. The practicum log ensures that candidates meet the 160 practicum hour requirement and provides a structured record of their professional experiences.

These components are designed to support candidates in developing the practical skills necessary for success as an Educational Diagnostician. If you have any questions regarding the process, please consult with your University Field Supervisor.

Paperwork Needed for the Practicum Courses

**APPENDIX A: 239.83. STANDARDS REQUIRED FOR THE ED DIAGNOSTICIAN
CERTIFICATE APPENDIX B: EDUCATIONAL DIAGNOSTICIAN EXAMINATION
FRAMEWORK**

APPENDIX C: ACTIVITY SAMPLE APPENDIX D: FERPA AGREEMENT

**APPENDIX E: SCHOOL UNIVERSITY PRACTICUM AGREEMENT FOR EDUCATIONAL
DIAG APPENDIX F: PRACTICUM PLAN**

**APPENDIX G: SITE SUPERVISOR ACKNOWLEDGEMENT OF TRAINING (THIS
MANUAL SERVES AS TRAINING)**

APPENDIX A: 239.83. STANDARDS REQUIRED FOR THE ED DIAGNOSTICIAN

Chapter 239. Student Services Certificates Subchapter C. Educational Diagnostician Certificate

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code §239.80. General Provisions.³

1. Because the educational diagnostician plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter ensure that each candidate for the Educational Diagnostician Certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.
2. An individual serving as an educational diagnostician is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research related to both assessment and student learning is essential.
3. The holder of the Educational Diagnostician Certificate issued under the provisions of this subchapter may serve as an educational diagnostician, including providing educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from birth through adulthood.

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

7144.

Source: The provisions of this §239.81 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 920

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

1. Prior to admission to an educator preparation program leading to the Educational Diagnostician Certificate, an individual must:
 - a. hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
 - b. hold a valid classroom teaching certificate; and
 - c. meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).
2. An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section

§239.82. Preparation Program Requirements.

1. Structured, field-based training must be focused on actual experiences with each of the standards identified in §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate) to include experiences with diverse types of students, grade levels, and campuses.
2. An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related professional educational diagnostician training and/or experience directly related to the standards identified in §239.83 of this title for part of the preparation coursework or other program requirements.

§239.83. Standards Required for the Educational Diagnostician Certificate.

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).

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

The educational diagnostician knows and understands:

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

The educational diagnostician:

- articulate the purpose of evaluation procedures and their relationship to educational programming; and
- conduct evaluations and other professional activities consistent with the requirements of laws, rules, and regulations, and local district policies and procedures.

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

The educational diagnostician knows and understands:

- ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities.
- ethical practices related to assessment and evaluation.
- qualifications necessary to administer and interpret various instruments and procedures; and
- organizations and publications relevant to the field of educational diagnosis. The educational diagnostician is able to:
- demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities.
- demonstrate positive regard for the culture, gender, and personal beliefs of individual students.
- promote and maintain a high level of competence and integrity in the practice of the profession.
- exercise objective professional judgment in the practice of the profession.

- engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues.
- comply with local, state, and federal monitoring and evaluation requirements.
- use copyrighted educational materials in an ethical manner; and
- participate in the activities of professional organizations in the field of educational diagnosis.

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

The educational diagnostician knows and understands:

- strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner.
- concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns.
- strategies for developing educational programs for individuals through collaboration with team members.
- roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and
- family systems and the role of families in supporting student development and educational progress.

The educational diagnostician is able to:

- use collaborative strategies in working with individuals with disabilities, parents/caregivers and school and community personnel in various learning environments.
- communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel.
- foster respectful and beneficial relationships between families and education professionals.
- encourage and assist individuals with disabilities and their families to become active participants in the educational team.

- plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers.
- collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments.
- communicate with classroom teachers, administrators, and other school personnel about the characteristics and needs of individuals with disabilities.
- use appropriate communication skills to report and interpret assessment and evaluation results.
- provide assistance to others who collect informal and observational data.
- effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and
- 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).

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

The educational diagnostician knows and understands:

- 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.
- the relationship between evaluation and placement decisions; and
- the role of team members, including the student when appropriate, in planning an individualized program.

The educational diagnostician is able to:

- 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.
- interpret and use assessment and evaluation data for targeted instruction and ongoing review; and
- assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

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 knows and understands:

- characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities.
- educational implications of various disabilities; and
- the variation in ability exhibited by individuals with particular types of disabilities. The educational diagnostician is able to:
 - access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities and the assistive technology needs of those students.
 - gather background information regarding the academic, medical, and family history of individuals with disabilities; and
 - use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.

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

The educational diagnostician knows and understands:

- basic terminology used in assessment and evaluation.
- standards for test reliability.
- standards for test validity.
- procedures used in standardizing assessment instruments.
- possible sources of test error.
- the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
- uses and limitations of each type of assessment instrument.
- uses and limitations of various types of assessment data.
- procedures for screening, prereferral, including RTI (e.g., response to intervention/multitiered support), referral, and eligibility.
- the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);

- the necessity of monitoring the progress of individuals with disabilities.
- methods of academic and nonacademic (e.g., vocational, transition, developmental, assistive technology) assessment and evaluation; and
- collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities
- collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities.
- select and use assessment and evaluation materials based on technical quality and individual student needs.
- score assessment and evaluation instruments accurately.
- create and maintain assessment reports.
- select or modify assessment procedures to ensure non-biased results.
- use a variety of observation techniques.
- assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills.
- determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology.
- determine a student's needs in various curricular areas and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results.
- make recommendations based on assessment and evaluation results.
- prepare assessment reports; and
- 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.

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 knows and understands:

- issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.
- 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.
- issues related to the representation in special education of populations that are culturally and linguistically diverse.
- ways in which native language and diversity may affect evaluation; and
- strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

The educational diagnostician is able to:

- apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
- recognize how student diversity and particular disabilities may affect evaluation, programming, and placement and use procedures that ensure non-biased results.

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

The educational diagnostician knows and understands:

- time-management strategies and systems appropriate for various educational situations and environments.
- legal and regulatory timelines, schedules, deadlines, and reporting requirements; and
- methods for organizing, maintaining, accessing, and storing records and information. The educational diagnostician is able to:
- Select, adapt, or design forms to facilitate planning, scheduling, and time management.
- maintain eligibility folders; and
- use technology appropriately to organize information and schedules.

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

The educational diagnostician knows and understands:

- requirements and procedures for functional behavioral assessment,

manifestation determination review, and behavioral intervention plans that incorporate positive behavioral supports and interventions.

- applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities.
- ethical considerations inherent in behavior interventions.
- teacher attitudes and behaviors that influence the behavior of individuals with disabilities.
- social skills needed for school, home, community, and work environments.
- strategies for crisis prevention, intervention, and management.
- strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and
- key concepts in behavior intervention (e.g., least intrusive accommodations/modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).

The educational diagnostician is able to:

- conduct functional behavioral assessments.
- assist in the development of behavioral intervention plans; and
- participate in manifestation determination review.

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

The educational diagnostician knows and understands:

(A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;

(B) varied learning styles of individuals with disabilities;

(C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;

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

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

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

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

2) The educational diagnostician is able to:

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

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

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

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

- 1) successfully complete an educational diagnostician preparation program that meets the requirements of §239.82 of this title (relating to Preparation Program Requirements) and §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate);
- 2) successfully complete the examination based on the standards identified in §239.83 of this title.
- 3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- 4) hold a valid classroom teaching certificate; and
- 5) have three creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

§239.85. Requirements to Renew the Standard Ed. Diagnostician Certificate

- 1) An individual issued the standard Educational Diagnostician Certificate under this title is subject to Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
- 2) An individual who holds a valid Texas educational diagnostician certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.3 of this title (relating to Voluntary Renewal of Current Texas Educators).\

§239.86. Implementation Date

The provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Educational Diagnostician Certificate on or after September 1, 2018. For more information, email sbecrules@tea.texas.gov.

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

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

APPENDIX B: EDUCATIONAL DIAGNOSTICIAN EXAMINATION FRAMEWORK

Domain Identification and Assessment 001–003 Curriculum, Instruction, and Intervention 004–005 Professional Responsibilities 006–00 Analysis and Response 008

DOMAIN I—IDENTIFICATION AND ASSESSMENT

Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

For example:

Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.

Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.

Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.

Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.

Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from various sources, including information regarding students' educational, developmental, medical, and family histories.

Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

For example:

Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).

Demonstrate knowledge of standards for test norming, reliability, and validity; procedures for administering and scoring assessment instruments; and sources of measurement error and potential bias.

Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students with disabilities and determine the presence of an educational need.

Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.

Apply knowledge of targeted, individualized assessment strategies to inform instruction. (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, and student feedback).

Apply knowledge of methods used for academic and non-academic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).

Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.

Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and non-standardized assessments.

Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

Competency 003 (Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE).

For example:

Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.

Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).

Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.

Apply performance data (including pre-referral data) and information from teachers, other professionals, students, and parents/guardians to make appropriate educational recommendations

within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.

Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.

Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals in specific areas. (e.g., language, social, physical, and emotional skills, assistive technology needs).

Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines.

DOMAIN II—CURRICULUM, INSTRUCTION, AND INTERVENTION

Competency 004 (Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

For example:

Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.

Demonstrate knowledge of evidence-based instruction and curricula for developing individual students' academic skills within the continuum of services in the least restrictive environment (LRE).

Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.

Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.

Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, unbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.

Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

For example:

Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need to participate in and contribute effectively to their school, home, community, and work environments.

Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.

Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes, and behaviors) on the behavior of students with disabilities.

Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.

Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.

Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.

Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

DOMAIN III—PROFESSIONAL RESPONSIBILITIES

Competency 006 (Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and managing timelines and reporting requirements.

For example:

Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).

Apply understanding of the special education process to assist parents/guardians and school staff navigate through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.

Apply knowledge of the 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. Apply knowledge of 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.

Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications, and notifications).

Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

Competency 007 (Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.

For example:

Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.

Apply knowledge of 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.

Apply knowledge of 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. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.

Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).

Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistently using these instruments across instructional settings.

Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 008 (Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence-based- and research-based recommendations for meeting the student's educational needs.

For example:

Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.

Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

Describe how a teacher would implement and monitor the progress of the recommendation.

APPENDIX C: ACTIVITY SAMPLE (for log)

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

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

- state and federal regulations relevant to the role of the educational diagnostician;
- laws and legal issues related to the assessment and evaluation of individuals with educational needs;
- models, theories, and philosophies that provide the basis for special education evaluations;
- issues, assurances, and due process rights related to evaluation, eligibility, and placement in the least restrictive environment within a continuum of services;
- rights and responsibilities of parents/guardians, schools, students, teachers and other professionals in relation to individual learning need

Demonstrate to your Site Supervisor (Direct Hours) your ability to:

- articulate the purpose of evaluation procedures and their relationship to educational programming;
- conduct evaluations and other professional activities consistent with the requirements of laws, rules, and regulations, and local district policies and procedures

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

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

- ethical practices related to assessment and evaluation;
- qualifications necessary to administer and interpret various instruments and procedures;
- ethical practices regarding procedural safeguards (e.g., confidentiality issues and Informed consent) for individuals with disabilities
- organizations and publications relevant to the field of educational diagnosis

Demonstrate to your Site Supervisor (Direct Hours) your ability to:

- demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;
- demonstrate positive regard for the culture, gender, and personal beliefs of individual students;
- promote and maintain a high level of competence and integrity in the practice of the profession;
- exercise objective professional judgment in the practice of the profession;
- engage in professional activities that benefit individuals with exceptional learning needs, their families and/or colleagues;
- comply with local, state, and federal monitoring and evaluation requirements;
- use copyrighted educational materials in an ethical manner;
- participate in the activities of professional organizations in the field of educational diagnosis.

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

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

- strategies for promoting effective communication and collaboration with others, including
- parents/guardians and school and community personnel in a culturally responsive manner;
- concerns of parents/guardians of individuals with exceptional learning needs and
- appropriate strategies to help parents/guardians address these concerns;
- strategies for developing educational programs for individuals through collaboration with team members;
- roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals;
- family systems and the role of families in supporting student development and educational progress

Demonstrate to your Site Supervisor (Direct Hours) your ability to

- use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
- communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
- foster respectful and beneficial relationships between families and education professionals;
- encourage and assist individuals with disabilities and their families to become active participants in the educational team;
- plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;
- collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;
- communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities; use appropriate communication skills to report and interpret assessment and evaluation results; provide assistance to others who collect informal and observational data; effectively communicate to parents/guardians and professionals
- purposes methods, findings, and implications of assessments; 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)

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

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

- 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;
- the relationship between evaluation and placement decisions; and
- the role of team members, including the student when appropriate, in planning an individualized program

Demonstrate to your Site Supervisor (Direct Hours) your ability to:

- 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;

- interpret and use assessment and evaluation data for targeted instruction and ongoing review, and assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings

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

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

- characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
- educational implications of various disabilities; and
- the variation in ability exhibited by individuals with particular types of disabilities.

Demonstrate to your Site Supervisor (Direct Hours) your ability to:

- access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities and the assistive technology needs of those students;
- gather background information regarding the academic, medical, and family history of individuals with disabilities, and use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.

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

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

- basic terminology used in assessment and evaluation;
- standards for test reliability;
- standards for test validity;
- procedures used in standardizing assessment instruments;
- possible sources of test error;

- the meaning and use of basic statistical concepts used in assessment and evaluation(e.g., standard error of measurement, mean, standard deviation);
- uses and limitations of each type of assessment instrument;
- uses and limitations of various types of assessment data;
- procedures for screening prereferral, including RTI (e.g., response to intervention/multitiered support), referral, and eligibility;
- the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
- the necessity of monitoring the progress of individuals with disabilities;
- methods of academic and nonacademic (e.g., vocational, transition, developmental, assistive technology) assessment and evaluation;
- methods of motor skills assessment.

Demonstrate to your Site Supervisor (Direct Hours) your ability to:

- collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
- select and use assessment and evaluation materials based on technical quality and individual student needs;
- score assessment and evaluation instruments accurately;
- create and maintain assessment reports;
- select or modify assessment procedures to ensure nonbiased results;
- use a variety of observation techniques;
- assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
- determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
- determine a student's needs in various curricular areas and make interventions, instructional and transition planning recommendations based on assessment and evaluation results;
- make recommendations based on assessment and evaluation results;

- prepare assessment reports;
- 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.

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.

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

- issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
- 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;
- issues related to the representation in special education of populations that are culturally
- and linguistically diverse;
- ways in which native language and diversity may affect evaluation; and
- strategies that are responsive to diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement

Demonstrate to your Site Supervisor (Direct Hours) your ability to:

- apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities and
- recognize how student diversity and particular disabilities may affect evaluation, programming, and placement and use of procedures that ensure nonbiased results

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

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

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

- legal and regulatory timelines, schedules, deadlines, and reporting requirements; and methods for organizing, maintaining, accessing, and storing records and information

Demonstrate to your Site Supervisor (Direct Hours) your ability to:

- select, adapt, or design forms to facilitate planning, scheduling, and time management;
- maintain eligibility folders and use technology appropriately to organize information and schedules.

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

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

- requirements and procedures for functional behavioral assessment, manifestation determination review and behavioral intervention plans that incorporate positive behavioral supports and interventions;
- applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;
- ethical considerations inherent in behavior interventions;
- teacher attitudes and behaviors that influence the behavior of individuals with disabilities;
- social skills needed for school, home, community, and work environments;
- strategies for crisis prevention, intervention, and management;
- strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural and multinational world;
- key concepts in behavior intervention (e.g., least intrusive accommodations/modifications within the learning environment, reasonable expectations for social behavior,
- social skills curricula, cognitive behavioral strategies).

Demonstrate to your Site Supervisor (Direct Hours) your ability to:

- conduct functional behavioral assessments;
- assist in the development of behavioral intervention plans;

- participate in manifestation determination review

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

Locate, review, and store (Indirect Hours) information for building your knowledge and understanding of:

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

Demonstrate to your Site Supervisor (Direct Hours) your ability to:

- interpret and use assessment and evaluation data for instructional planning; a
- use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

APPENDIX D: FERPA AGREEMENT

Directions to the Educational Diagnostician Candidate: Please complete this document in SPED with your Site Supervisor and your own signature. The Family Educational Rights and Privacy Act (FERPA) protects candidate confidentiality by placing certain restrictions on the disclosure of information contained in a candidate's education records. By signing this form, you agree that university personnel may provide information from your education records as indicated below. Read this document carefully and complete all sections.

Type or print legibly. Complete form in its entirety.

Candidate Name: David Garcia

A Number: A00133574

I give my voluntary consent to the Texas A&M International University Diagnostician Program to disclose records relating to:

- Any of my field-based experiences
- My performance in the field

These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

Candidate Signature:  Date 10/27/2025

Site Supervisor Signature _____ Date _____

NOTE: As a candidate in the TAMIU Educational Diagnostician Program, I understand and acknowledge that (1) I have the right not to consent to the release of my education records, and (2) this consent shall remain in effect until revoked by me, in writing, and delivered to TAMIU, but that any such revocation shall not affect disclosures made prior to the receipt of any such written revocation. BE AWARE THAT THIS AGREEMENT IS FOR PROFESSIONAL PURPOSES, AND THE STRICTEST CONFIDENTIALITY WILL BE MAINTAINED.

APPENDIX E: SCHOOL-UNIVERSITY PRACTICUM AGREEMENT FOR ED. DIAGNOSTICIANS

| Candidate Information | | Site Supervisor | |
|-----------------------|--------------------------------------|---|--|
| Name | David Garcia | Name | |
| Position | Behavioral Intervention Teacher | Position | |
| School District | Brownsville ISD | School District | |
| School Name | James Pace Early College High School | School Name | |
| TAMIU ID | A00133574 | | |
| TEA ID | 2159705 | TEA ID | |
| Practicum Start Date | 10/27/2025 | Practicum End Date (Day of 3 rd virtual meet) | |


By signing below, the Educational Diagnostician Candidate, the Site Supervisor (Mentor Diagnostician), the School District Administrator, and the TAMIU University Faculty Field Supervisor (Professor) agree to the goals, content, expectations and quality of the work expected from the intern and internship outlined in the TAMIU Educational Diagnostician Internship Handbook.

School District Special Education Director Signature: _____

School District Campus Administrator Signature: : 

Site Supervisor (Mentor Diagnostician) Signature: : _____

Date Field Supervisor (Professor) Signature: : _____

TAMIU Candidate Signature: : 

This form must be completed, submitted, and approved by your TAMIU Field Supervisor before you commence your practicum

APPENDIX F: THE PRACTICUM PLAN

Practicum Guidelines and Requirements

Per 19 TAC §228.2(12), §228.2(24), and §228.2(31), Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors, the following guidelines apply:

Definition of a Site Supervisor (§228.2(33))

A site supervisor for a practicum candidate must:

- Have at least three years of experience in the certification area being pursued.
- Be collaboratively assigned by the campus or district administrator and the Educator Preparation Program (EPP).
- Hold a current certification in the same certification area as the practicum candidate.
- Be an accomplished educator with a demonstrated impact on student learning.
- Provide guidance, assistance, and support throughout the practicum.
- Regularly report the candidate's progress to the field/university supervisor.

Practicum Plan and Degree Path

The Practicum Plan outlines when to begin and complete your practicum, based on your Program Start Date and chosen Degree Path (Expedited or Traditional).

Key Considerations:

- The timeline depends on your degree path and assumes you remain on the same path throughout your program.
- If you change your Degree Path (Expedited → Traditional or vice versa) or pause enrollment for a semester or more, the following apply:
 - You will begin your practicum when you have three courses remaining in your program.
 - You will complete your practicum in the final course of your program.
 - You must meet with your Field/University Supervisor during each of your last three courses.

Program-Specific Practicum Requirements:

- Educational Diagnostics Professional Certificate: 24 SCH (SCH Hours 18-24)
- Master of Science in Special Education (MS): 33 SCH (SCH Hours 27-33)

APPENDIX G: THE PRACTICUM LOG

The Practicum Log is where you will record all required aspects of your practicum experience.

Cover Sheet Tab

This tab captures all essential information needed for TAMIU to generate your TEA Practicum Record, including:

- Practicum Start Date (12th Class Day/Census Day)
- Practicum End Date (Day of your final virtual meeting)
- Student Name & TEA ID
- Field/University Supervisor Name & TEA ID
- Site Supervisor Name & TEA ID
- School District Name & TEA Code
- Campus Name

Practicum Logs 1, 2, and 3 Tabs

These tabs are used to document your direct and indirect hours, as well as the activities you complete throughout your practicum. Key points to remember:

- Row 2: Displays the total number of required practicum hours.

Row 3: Requires you to record the date of your observation/meeting with your Field/University Supervisor (each log must have a unique