



EDUCATIONAL DIAGNOSTICIAN PROGRAM HANDBOOK



The day is here! You've reached an exciting milestone in your academic journey. We are thrilled you have chosen UNT's Educational Diagnostician Program. Our program has a rich history of over twenty years and is renowned for its excellence in preparing educational diagnosticians.

Our goal is to support and nurture your growth into confident and competent professionals. We prioritize student-centered learning and make decisions grounded in scholarship and policy. Our faculty, who are scholarly practitioners with extensive practical experience, are eager to share their knowledge and expertise with you. We hold high expectations for teaching excellence, academic rigor, intellectual curiosity, and accountability.

Throughout your time in the program, you will collaborate with school districts, families, and colleagues. Our faculty are here to support you in becoming the excellent educational diagnostician you have always aspired to be. While the journey ahead may seem daunting, every experience, observation, and task during your practicum semesters is designed to prepare you for one of the most important roles in education.

Best,

Pamela Peak, Ph.D.
Coordinator of UNT's Educational Program

UNT's Educational Diagnostician Program prepares assessment specialists for school districts. Educational diagnosticians are charged with conducting evaluations that assist school districts with determining eligibility for special education. Because of the critical nature of the job, the standards for the program are very high.

Diagnostician Program

Information about UNT's Educational Diagnostician Program and course sequence can be found at <https://coe.unt.edu/educational-diagnostician/online>

Master's Degree

Degree and/or deficiency plans are to be completed within the first two weeks of receiving the admission letter. Contact Pamela Peak, Pamela.Peak@UNT.edu. There is no guarantee that coursework taken prior to filing these plans will count towards the degree or certification.

Certification Only

Students who already have a master's degree and are seeking certification only must meet the same admission and continuation standards as students who are pursuing a master's degree. Prior to admission into the program, students must present both undergraduate and graduate transcripts. A deficiency plan will be developed and must be filed with the Student Advising Office within the first two weeks of receiving the admission letter. Contact Pamela Peak, Pamela.Peak@UNT.edu. There is no guarantee that coursework taken prior to filing a deficiency plan will count toward certification.

Teaching Service Record

Students must submit their teaching service record to UNT's Educator Certification. Oftentimes, contacting your employer's Human Resources Department is necessary to secure an up-to-date service record documenting a minimum of three years' of required teaching experience. <https://coe.unt.edu/educator-preparation-office/educator-certification>

Transfer Credit

Students who took courses at another university and are seeking transfer credits must provide official transcripts and course syllabi for review by faculty. Assessment (e.g., EDSP 5510, EDSP 5530, EDSP 5540) and foundational prerequisite courses (e.g., EDSP 5710 and EPSY 5210) must be taken at UNT. Only courses taken within the last five years will be considered for transfer credit. Transfer credit must be approved prior to developing and filing degree and deficiency plans.

Continuation in the Program

Students must seek advisement each semester from program advisor Pamela Peak, Pamela.Peak@UNT.edu. Courses are taken in a specific sequence, and adhering to prerequisite courses is required. Registering for proper courses outlined in the deficiency plan is the student's responsibility. Students are required to obtain a B or better on each course designated on the student's deficiency plan. Failure to follow these procedures risks additional courses being added to program completion requirements and/or removal from the program.

Texas Education Code/Texas Administrative Code

The Texas Education Code (TEC) is a set of state laws governing public education in Texas. It applies to all educational institutions supported in whole or in part by state funds. The TEC directs the goals and framework of public education in Texas. It is established by the Texas Legislature.

The Texas Administrative Code (TAC) is a compilation of all state agency rules in Texas. There are 16 titles in the TAC. Each title represents a category, and related agencies are assigned to the appropriate title. Texas Administrative Code Title 19 Education Part 7 State Board for Educator Certification:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=3&ti=19&pt=7](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=3&ti=19&pt=7)

According to TAC 228.2, a practicum, candidate, site supervisor, and field supervisor are defined as

Practicum: A supervised professional educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular field for which a professional certificate is sought, such as superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher.

Candidate: The candidate is to plan and carry out the leadership activities agreed on by the candidate, the site supervisor, and the field supervisor. The candidate is also to maintain a log of the activities in which he/she is involved. In addition, the candidate participates in on-campus meetings, seminars, and on-site conferences.

Site supervisor: For a practicum, a certified educator who has experience in the aspect(s) of the professional certification being pursued by the candidate; who has completed training or orientation for site supervision; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's educator preparation program.

Field supervisor: The field supervisor is from UNT, oversees your practicum, conducts formal and informal observations, and provides ongoing candidate support. The field supervisor has a valid certification as an Educational Diagnostician and has completed the TEA-approved field supervisor training. The field supervisor is responsible for contacting the candidate within the first 3 weeks of the assignment. The field supervisor's observations will take different forms (e.g., in person or virtual), depending on your circumstances. You should be prepared to discuss your experiences with your field supervisor, including all FIEs.

Educator Preparation

UNT is bound by the state of Texas laws regarding educator certification. UNT's Educator Preparation Office and certification officer can be reached at 940-565-2740, Matthews Hall 119; and mailing address:

UNT College of Education
Educator Preparation Office
Matthews Hall Room 119
1155 Union Circle #311337
Denton, TX 76203

Practicum Guidelines

The Practicum requirements of the program require considerable time management to acquire the 160 hours required by TEA. Practicum hours will occur during EDSP 5530 and EDSP 5540. It is necessary for students to arrange a Practicum site prior to the beginning of any clinical experience courses to allow for the maximum amount of time to fulfill the field requirements. Practicum is allowed to be taken after the following courses have been completed. Courses are offered during the summer semesters in preparation for practicum in the fall and spring semesters, aligning with the school calendars: EDSP 5710, EDSP 5510, and EPSY 5210.

Site Selection

Students must complete their placements in a TEA-accredited school district, public charter, or private school accredited by the Texas Private School Accreditation Commission (TEPSAC). Candidates should identify a site in preparation for their placements. While candidates may make preliminary contact with practicum sites, the faculty supervisor has the final approval. When selecting field experience sites, the faculty supervisor and candidate prioritize the availability and cooperation of a certified educational diagnostician to act as the site supervisor and the quality of experiences offered. Students are encouraged to contact the special education leadership in their districts. Those not currently employed in a school district, charter school, or accredited private school should begin securing a site early in the program. Some districts have specific internship applications that may be due as early as December prior to practicum the following August. It is the candidate's responsibility to secure a practicum site. An approved site must agree to allow the candidate to observe the site supervisor in various activities related to diagnostician standards, such as consent meetings, REED meetings, IEP team meetings, and testing, and engage in activities related to all 10 Diagnostician standards, including direct student assessment and report writing.

Site Supervisor Qualifications

Site supervisors must be certified and have practiced as Educational Diagnosticians for at least 3 years. Site supervisors are required to provide their TEA ID.

Site Supervisor Training

Site supervisors will receive web-based training within three weeks of the placement start. Verification of this training is mandatory, and documentation will be added to each student's file.

Site Supervisor Expectations

Site supervisors are expected to offer a variety of experiences related to educational diagnostician standards and provide frequent, systematic feedback. They will monitor progress by reviewing and approving practicum hours and discussing standards, ensuring they can verify the candidate's work. Supervisors will guide field experiences, building on previously learned skills and providing appropriate supervision for tasks such as test administration and report writing. Informal feedback will be given throughout the semester, and any difficulties must be communicated in writing to the field supervisor.

Practicum Requirements

The candidate assumes a major share of the responsibility for the success of their field experiences. To register and participate in the clinical practicum courses, EDSP 5530 and EDSP 5540 candidates must: 1. Complete required coursework earning a B or better in each course; 2. Pass key assessments according to course syllabi requirements, 3. Have a valid teaching certificate; 4. Have at least three years of teaching experience (or be currently in their third year); and 5. Have a master's degree or have a degree plan on file outlining the master's degree requirements.

In preparation for practicum, candidates will need to 1. Submit Placement, site Supervisor Information, and receive approval for the placement before accruing hours; 2. Maintain a log of field experiences 3. Schedule three formal observations and six informal observations with field supervisors; 4. Complete at least eight Full Individual Initial Evaluations (FIIIE), 5. Become fully acquainted with the rules and regulations of the school district; 6. Maintain confidentiality of all records and internal matters of the school district at all times; 7. Comply with state and federal laws, district rules, policies, and regulations; 8. Schedule agreed upon activities with proper administrative personnel; 9. Read and follow the Educational Diagnostician Code of Ethics; and 10. Be familiar with the Educational Diagnostician Educator Standards.

- Standard 1:** The educational diagnostician practicum candidate understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education (e.g., evaluations, models, theories, eligibility, placement, LRE).
- Standard 2:** The educational diagnostician practicum candidate understands and applies knowledge of ethical and professional practices, roles, and responsibilities (e.g., procedural safeguards, informed consent)
- Standard 3:** The educational diagnostician practicum candidate develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel (e.g., collaborative relationships with families, educators, effective communication, developing IEP, parent involvement).
- Standard 4:** The educational diagnostician practicum candidate understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision-making (e.g., IEP development, LRE)
- Standard 5:** The educational diagnostician practicum candidate knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need (e.g., characteristics of differing disabilities, eligibility criteria, assistive technology).
- Standard 6:** The educational diagnostician practicum candidate selects, administers, and interprets appropriate formal and informal assessments and evaluations (e.g., testing administration, understanding testing materials, statistical information, cognitive, adaptive behavior).
- Standard 7:** The educational diagnostician practicum candidate understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction (e.g., diversity, bilingual evaluations, cultural influence).
- Standard 8:** The educational diagnostician practicum candidate knows and demonstrates skills necessary for scheduling, time management, and organization (e.g., scheduling, time management, organization).
- Standard 9:** The educational diagnostician practicum candidate addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies (e.g., behavior and social skills, BIPs, accommodations).
- Standard 10:** The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities (e.g., curriculum and instructional strategies for specially designed instruction).

Test Kits & Protocols

Candidates are expected to obtain test kits and protocols from their districts. All work should be monitored and checked carefully.

For those without kits, your local Education Service Center may have kits to loan. All candidates without required test kits will need to share. Kits will be loaned depending on availability.

Evaluating students of various ages/grades and eligibilities using paper and digital formats of test kits is required. Digital versions of assessments are not considered equal to physical test kits. Administering paper versions of test kits whenever possible is preferred and recommended. For check-outs, paper versions of test kits is required.

Field Supervisors

Field supervisors will provide the candidate with informal and structural ongoing guidance and support. All field supervisors meet the following qualifications: 1) Have completed TEA approved observation training, 2) Hold current/valid certification as an Educational Diagnostician licensure, 3) Have at least three years of experience functioning as a Diagnostician, and 4) Submit TEA ID.

Field Supervisor Expectations

Field supervisors are expected to review experiences that candidates are engaged in, ensure the activities are varied and related to educational diagnostician standards, and provide frequent, systematic feedback via formal and informal observations. Field supervisors are responsible for making

- Initial contact with the candidate (which may be made by telephone, email, or other electronic communication) within the first three weeks of the placement
- Three formal observations. Candidates will share feedback from all informal observations with site supervisors. The TAC documents (p.57)
 - (b) For candidates in a practicum:
 - (1) An educator preparation program (EPP) must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.
 - (2) The three required formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
 - (3) For each formal observation, the field supervisor shall:
 - (A) participate in an individualized pre-observation conference with the candidate;
 - (B) document educational practices observed during the observation;
 - (C) provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and
 - (D) provide a copy of the written feedback to the candidate's site supervisor.
 - (4) The field supervisor may conduct the formal observations, pre-observation conferences, and post-observation conferences either in-person or virtually.
- Three informal observations per semester. Candidates will share feedback from all informal observations with site supervisors. *Share feedback from three informal observations with site supervisors, record the meetings, and submit for completion check. The TAC documents (p. 53)
 - (A) at least three informal observations that are 15 minutes or more in duration per semester of the internship, clinical teaching, or practicum assignment;
 - (B) the first informal observation must occur within the first six weeks of the clinical teaching or internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous;
 - (C) informal observations of practicum candidates may be virtual, either synchronous or asynchronous;
 - (D) are informed by written feedback provided during post-observation conferences; and
 - (E) include observation and feedback on targeted skills.
 - First observation: Weeks 1-10
 - First informal observation, WJ check-out*
 - Second informal observation, Weeks 5-10
 - Second observation Weeks 11-20
 - Third informal observation, Weeks 11-15
 - Fourth informal observation, WISC check-out*
 - Third observation Weeks 21-30
 - Fifth informal observation, Weeks 21-25
 - Sixth informal observation, Legal Framework assignment*

Practicum Experiences

Practicum experiences incorporate theory and practice in multi-dimensional and multi-cultural environments. Educational diagnostician candidates assume a major share of the responsibility for the success of the field practicum. Candidates must complete 80 face-to-face field hours in the first practicum (EDSP 5530) and 80 face-to-face field hours in the second practicum (EDSP 5540) for a total 160 face-to-face field hours under the structured guidance and regular ongoing support of a site supervisor. Specific responsibilities include:

- Making initial contact with site supervisors. This may be done by telephone, email, or other electronic communication, on or before the first day of the course. Within the first week of our course, schedule date/time to discuss Educational Diagnostician Field Practicum Handbook.
- Submitting a completed Site Supervisor Participation Form by the first Saturday Seminar.
- Facilitating with site supervisors ongoing discussion. Informal observations and coaching shall be provided by site supervisors as appropriate.
- Collaborating with UNT field supervisor. Schedule three formal and six informal observations. (See Field Supervisor Expectations)
- Completing assessments, writing, and submitting at least four Full Individual Initial Evaluations (FIE) to your site supervisor for feedback in the fall semester and four FIEs to your site supervisor for feedback in the spring semester. Varying student's ages/grades and academic/behavior concerns is recommended. Focusing assessments emphasized in each practicum and is suggested; however, following site supervisor's guidance is necessary. Administering assessments cannot be completed until students complete two benchmark assignments in the fall semester. Students will be expected to pass an exam of the knowledge and skills of special education administered the first Saturday of the course. Secondly, students will be expected to pass a check-out of the WJ-ACH demonstrating their proficiency in testing administration and scoring on the second Saturday of the course. After these are passed successfully, students may begin testing in their field alongside site supervisors.
- Keeping a time record documenting a minimum of 160 face-to-face field hours of activities, time in/out and linking to standard, etc. Each activity should be linked to one standard. Many activities will be based around Standard 1: Assessment but ensuring there is a balance of field hours among the standards is required. Include the hours/minutes in the "related standard hours" columns, so the hours/minutes can be easily totaled at the end of each page. Partial hours are included using decimals (15 minutes=.25; 30 minutes=.50; 45 minutes=.75). The purpose of the field hours is to confirm proficiency of the standards. Should anyone view the time record, s/he should feel confident in the variety of activities and distribution of activities across standards. Site supervisors must sign and verify total hours at the bottom of each page of the time record. Provide a "total hours to date" on the last page showing progress towards 160 face-to-face field hours (e.g., 89 hours/160 hours). Sample entries are included below:

1/19/24 10:30am-10:45am Standard 7

FIE 7: Collaborated with dyslexia therapist about obtained results for cognitive and achievement scores and provided with copies of score reports (Kindergarten student, initial referral, suspected SLD/DX/OHI/SI)

01/19/24 10:45am-12:45pm Standard 1

FIE report writing for an initial referral for speech and suspected SLD/DX, kindergarten student

01/19/24 12:45pm-1:45pm Standard 5

Discussion about Texas Legal Framework and special education eligibility folders

01/25/24 8:00am-8:30am Standard 3

FIE 5: Review of educational records and referral packet (4th grader, suspected SLD/DX); discussion about reasoning for test selection: WISC-V, WIAT-4, and WJ-IV COG

01/25/24 8:30am-11:30am Standard 1

FIE 5: Administration of WISC-V, WIAT-4, and WJ-IV COG (4th grader, suspected SLD/DX); hand scored, when appropriate; input scores into district processing analysis worksheet to ensure no follow-up testing needed

01/25/24 12:30pm-1:00pm Standard 1

Completed observation of student during reading instruction (3rd grade student, SLD/DX referral)

- Attending Saturday Seminars focusing on key topics relevant to educational diagnosticians. The first Saturday Seminar for each semester tends to fall on holiday weekends (e.g., Labor Day and Martin Luther King). Plan accordingly.
- Reading and following the University of North Texas, Council for Exceptional Children, and Nationally Certified Educational Diagnostician Program Codes of Ethics.

Practicum Activities

Ideally, candidates shall spend the majority of their time in direct, face-to-face evaluations with students. Most activities will focus on the completion of the eight required FIEs. Each activity should align with the educational diagnostician domains and standards. The following represents a small sample of potential activities:

- After the first FIE has earned a passing score, write 7 FIEs in collaboration with site supervisors
- Attend Admission, Review, and Dismissal (ARD) committee meetings (e.g., initial referral, manifestation determination)
- Prepare ARD notices for parents, school staff, and related services personnel
- Facilitate ARD meetings
- Review evaluation results with parents
- Communicate with related services personnel (e.g., counselor, physical therapist, occupational therapist, special transportation, school nurse)
- Review the coding of students enrolled in special education (ex: 45= ECSE/PPCD, 40 = Inclusion)
- Review technologies, including assistive technologies, available to support the needs of students enrolled in the special education program.
- Discuss the impact of ELLs on testing data. Choose appropriate assessments for specific cases
- Observe testing administrations (e.g., Wechsler, Kaufman, Woodcock-Johnson)
- Participate in evaluations of differing eligibilities (e.g., visual impairments, autism, specific learning disabilities with/without dyslexia) and ages (e.g., early childhood, elementary, middle, and high school)
- Respect confidentiality
- Adhere to timelines
- Input testing data into a software program (e.g., WJ Score, Q-Interactive, ESPED)
- Conduct folder reviews

These practicum experiences will be the most significant experiences in the educational diagnostician program. Remember to be experiential and reflective.

Completion of Practicum

Faculty reserve the professional responsibility to guarantee that our graduates meet the minimum level of competency required to be an educational diagnostician. As such, a student may be required to take additional practicum hours to improve skills.

Exit Policy

The state requires all educator preparation programs to have an exit policy for the dismissal of candidates that is published, reviewed, and signed by candidates. The requirement is found in 19 TAC §228.20(h). Candidates may be removed from the UNT's Educational Diagnostician Program in the event they demonstrate behavior inconsistent with professional and ethical expectations of an educator in Texas. Failure to meet established minimum acceptable standards of academic or disciplinary performance might result in probation, suspension, or dismissal. Dismissal from the program may be based on grounds including but not limited to 1) Failure to meet coursework requirements. 2) Failure to abide by policies and/or procedures established by the UNT's Educator Preparation Program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code. 3) Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educator; 4) Any action deemed a violation of the UNT's Student Code of Conduct; 5) Any action deemed a violation of school district and/or campus policy during field-based experiences or clinical teaching

or internship; 6) The candidate has been inactive in the program for 5 or more years; and/or 7) The candidate has been discontinued from UNT due to inactivity after 1 year of non-consecutive enrollment.

Dismissal from the program may occur at any time. Candidates who are dismissed from the University of North Texas College of Education will also be automatically dismissed from the Educational Diagnostician Program. All decisions of dismissal can be appealed following College policies.

TEExES Success Office

Prior to applying to take the TExES 253, students are expected to complete all prerequisite courses and benchmark requirements. The faculty advisor/Program Director will notify UNT's TExES Success Office when you are approved to take the TExES 253. This is at the end of EDSP 5540. Candidates must pass the TExES 253 exam required for TEA certification within 6 months of completing EDSP 5540. <https://coe.unt.edu/educator-preparation-office/texes>

Recommendation to TEA for Certification

Students will need to follow the procedures for fingerprinting as required by the state. Once the student has been notified that the recommendation has been sent, the student will be able to apply for a five-year standard certificate (fee required) and initiate the criminal background check through the fingerprinting process (fee required). Once the student applies for the standard certification from the Texas Education Agency and initiates the criminal background check, UNT will recommend the student. More information can be found at <https://coe.unt.edu/educator-preparation-office/educator-certification>

Graduation & Degree Conferral

Learn information about applying for graduation and degree conferral at <https://registrar.unt.edu/apply-degree-conferral-graduation-commencement.html>

Professional Organizations

It is important Educational Diagnosticians are aware of the following professional groups:

- Council for Exceptional Children (CEC) (<https://exceptionalchildren.org/about-us>)
- Council for Educational Diagnostics Services (CEDS) (<https://ceds.exceptionalchildren.org/>)
- National Certification of Educational Diagnosticians (NCED) (<https://www.ncedonline.org/>)
- Texas Educational Diagnostician Association (TXEDA) (<https://www.txeda.org/>)

Current Information

The information presented in this handbook is accurate at the time of printing; however, policies are subject to change based on University, College, and state guidelines. Check with an adviser before making a major decision based on the contents of this handbook. Keeping abreast of changes is the candidate's responsibility.

I understand and will comply with the standards and requirements of UNT's Educational Diagnostician Program, including the content outlined in this handbook:

- Diagnostician Program
- Master's Degree
- Certification Only
- Teaching Service Record
- Transfer Credit
- Continuation in the Program
- Texas Education Code/Texas Administrative Code
- Educator Preparation
- Practicum Guidelines
- Site Selection
- Site Supervisor Qualifications
- Site Supervisor Training
- Site Supervisor Expectations
- Practicum Requirements
- Test Kits & Protocols
- Field Supervisors
- Field Supervisor Expectations
- Practicum Experiences
- Practicum Activities
- Completion of Practicum
- Exit Policy
- TExES Success Office
- Recommendation to TEA for Certification
- Graduation & Degree Conferral
- Professional Organizations
- Current Information
- Program Forms (e.g., Site Supervisor Participation Form, Formal Observations, Informal Observations, Practicum Time Record)

Student's Printed Name

Student's Signature

Date

Site Supervisor Participation Form

_____ has enrolled in practicums during the fall and spring semesters as part of UNT's Educational Diagnostician Program. Site supervisors and candidates will engage in the following:

- Establish open communication to freely discuss strengths and areas needing improvement.
- Encourage best assessment practices. Engage in tasks and processes specific to educational diagnosticians, so the candidate learns exponentially from these experiences.
- Complete a minimum of 80 face-to-face hours at a TEA-approved campus on the activities outlined in the handbook and course syllabus during each semester for a total of 160 face-to-face field hours completed during school hours (e.g., 7:00 am-5:00 pm). Activities should focus on new tasks for educational diagnosticians (e.g., sharing assessment results in ARD meetings) versus those of a classroom teacher (e.g., sharing classroom performance and progress monitoring data in ARD meetings).
- Practice a variety of assessment instruments, including the Woodcock-Johnson, Wechsler, and Kaufman batteries. Candidates will need kits to practice administration and scoring and may require time with the assessment kits before and after school hours and on weekends. Please remember that assessment kits may not be readily available at your TEA-approved campus but within the district.
- Participate in a minimum of three observations of 45 minutes each and six informal observations of 15 minutes each that will be completed by field supervisors. The first formal observation must be completed within the first 10 weeks of the fall semester.
- Guide candidates in the completion of eight FIIE reflecting students of varying ages/grades ages/grades and academic/behavior concerns. Conducting full individual initial evaluations, not REED or brief evaluations, is required.
- Share honest assessment of the candidate's performance. Be prepared to validate whether a candidate "consistently meets standard" or not and that the candidate has the necessary skills and competencies required of beginning educational diagnosticians to support a recommendation to TEA for certification.
- I, the undersigned Site supervisor who is a participating Educational Diagnostician at the TEA-approved campus where the practicum is being completed, do hereby accept the above-named candidate for supervision. I understand the responsibilities and have received information and training that will assist in supervising his/her activities as required by the Texas Education Agency.

Name of UNT Candidate		Name of the School	University of North Texas
Shipping Address		City & Zip	
Email Address		TEA ID	
Instructions to log into your TEAL accounts and retrieve TEA ID numbers: https://www.coe.unt.edu/sites/default/files/1812/TEAL%20Educator%20Account%20Setup.pdf			
# of Teaching Years			
Work Phone		Home/Cell Phone	
Name of Site supervisor		Name of School	
Name of District			
# of Teaching Years		# of Diagnostician Years	
Email Address		TEA ID	
Work Phone		Home/Cell Phone	

I have fully read and acknowledge the contents of this handbook. Should I have any questions or concerns, I can contact Pamela Peak, Program Coordinator, at 940-565-4192 or Pamela.Peak@UNT.edu.

Signature of UNT Candidate

Date

Signature of Site Supervisor

Date

Sample UNT COE Practicum Formal Observations
Educational Diagnostician Program
(completed on Watermark system)

PROGRAM: Educational Diagnostician

FIELD SUPERVISOR INFORMATION

Name:
Email Address:
TEA ID:
Highest Degree:
Certification Areas:
Years of Teaching Experience:
Years of Educational Diagnostician Experience:

SITE SUPERVISOR INFORMATION (MENTOR)

Name:
Email Address:
TEA ID:
Job Title of Record: Educational Diagnostician
Years of Teaching Experience:
Years of Educational Diagnostician Experience:

STUDENT INFORMATION

Name:
UNT ID:
Student UNT Email:
TEA ID:
Years of Teaching Experience:
School District:
School:

OBSERVATION INFORMATION

Face-to-Face or Virtual Observation:
Observation Number (1st, 2nd, or 3rd):
Pre-Observation Conference Date:
Start/End Times of Observation:
Observation/Video Recording Date:
Length of Observation:
Post-Observation Conference Date:

Was the observation conducted on a TEA-approved campus during a regular work week?

If not, please explain why the observation was conducted outside the regular work week:

Standard 1: The educational diagnostician practicum candidate understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education (e.g., evaluations, models, theories, eligibility, placement, LRE).

Outstanding (5): supportive, well-timed and consistently well-performed; not overused, flows naturally; and incorporate self-reflection	Exceeds Expectations (4): supportive, maximize key opportunities, well-timed, consistently well-performed; and use feedback for immediate growth	Proficient (3): supportive, use skills reliably, well-timed; and use feedback for immediate growth	Developing (2): somewhat supportive, recognize some key opportunities, and/or sometimes awkward in approach/delivery	Area of Concern (1): ranges from not demonstrating skills, unhelpful, not well-timed, or overused	Not Applicable (N/A)
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Standard 2: The educational diagnostician practicum candidate understands and applies knowledge of ethical and professional practices, roles, and responsibilities (e.g., procedural safeguards, informed consent)

Outstanding (5): supportive, well-timed and consistently well-performed; not overused, flows naturally; and incorporate self-reflection	Exceeds Expectations (4): supportive, maximize key opportunities, well-timed, consistently well-performed; and use feedback for immediate growth	Proficient (3): supportive, use skills reliably, well-timed; and use feedback for immediate growth	Developing (2): somewhat supportive, recognize some key opportunities, and/or sometimes awkward in approach/delivery	Area of Concern (1): ranges from not demonstrating skills, unhelpful, not well-timed, or overused	Not Applicable (N/A)
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Standard 4: The educational diagnostician practicum candidate understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision-making (e.g., IEP development, LRE).

Outstanding (5): supportive, well-timed and consistently well-performed; not overused, flows naturally; and incorporate self-reflection	Exceeds Expectations (4): supportive, maximize key opportunities, well-timed, consistently well-performed; and use feedback for immediate growth	Proficient (3): supportive, use skills reliably, well-timed; and use feedback for immediate growth	Developing (2): somewhat supportive, recognize some key opportunities, and/or sometimes awkward in approach/delivery	Area of Concern (1): ranges from not demonstrating skills, unhelpful, not well-timed, or overused	Not Applicable (N/A)
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Standard 5: The educational diagnostician practicum candidate knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need (e.g., characteristics of differing disabilities, eligibility criteria, assistive technology).

Outstanding (5): supportive, well-timed; consistently well-performed;	Exceeds Expectations (4): supportive, maximize key opportunities,	Proficient (3): supportive, use skills reliably, well-timed; use	Developing (2): somewhat supportive, recognize some key opportunities,	Area of Concern (1): ranges from not demonstrating skills, unhelpful,	Not Applicable (N/A)
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not overused, flows naturally; and incorporate self-reflection	well-timed, consistently well-performed; and use feedback for immediate growth	feedback for immediate growth	and/or sometimes awkward in approach/delivery	not well-timed, or overused	
Standard 6: The educational diagnostician practicum candidate selects, administers, and interprets appropriate formal and informal assessments and evaluations (e.g., testing administration, understanding testing materials, statistical information, cognitive, adaptive behavior).					
Outstanding (5): supportive, well-timed and consistently well-performed; not overused, flows naturally; and incorporate self-reflection	Exceeds Expectations (4): supportive, maximize key opportunities, well-timed, consistently well-performed; and use feedback for immediate growth	Proficient (3): supportive, use skills reliably, well-timed; and use feedback for immediate growth	Developing (2): somewhat supportive, recognize some key opportunities, and/or sometimes awkward in approach/delivery	Area of Concern (1): ranges from not demonstrating skills, unhelpful, not well-timed, or overused	Not Applicable (N/A)
Standard 9: The educational diagnostician practicum candidate addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies (e.g., behavior and social skills, BIPs, accommodations).					
Outstanding (5): supportive, well-timed and consistently well-performed; not overused, flows naturally; and incorporate self-reflection	Exceeds Expectations (4): supportive, maximize key opportunities, well-timed, consistently well-performed; and use feedback for immediate growth	Proficient (3): supportive, use skills reliably, well-timed; and use feedback for immediate growth	Developing (2): somewhat supportive, recognize some key opportunities, and/or sometimes awkward in approach/delivery	Area of Concern (1): ranges from not demonstrating skills, unhelpful, not well-timed, or overused	Not Applicable (N/A)
Standard 10: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities (e.g., curriculum and instructional strategies for specially designed instruction).					
Outstanding (5): supportive, well-timed and consistently well-performed; not overused, flows naturally; and incorporate self-reflection	Exceeds Expectations (4): supportive, maximize key opportunities, well-timed, consistently well-performed; and use feedback for immediate growth	Proficient (3): supportive, use skills reliably, well-timed; and use feedback for immediate growth	Developing (2): somewhat supportive, recognize some key opportunities, and/or sometimes awkward in approach/delivery	Area of Concern (1): ranges from not demonstrating skills, unhelpful, not well-timed, or overused	Not Applicable (N/A)

EVALUATION FEEDBACK: Provide a detailed evaluation of the areas of strengths, needs, and suggestions for

Sample UNT COE Practicum Informal Observations
Educational Diagnostician Program
 (completed on Watermark system)

Field Supervisor's Name:
 Site Supervisor's Name:
 Student's Name:

Face-to-Face or Virtual Informal Observation:
 Start/End Times of Informal Observation:
 Feedback/Video Recording Date:
 Length of Observation:
 Post-Observation Conference Date:

Was the observation conducted on a TEA-approved campus during a regular work week?

If not, please explain why the observation was conducted outside the regular work week:

Choose standard that is the focus of this informal observation:	
	Standard 1: The educational diagnostician practicum candidate understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education (e.g., evaluations, models, theories, eligibility, placement, LRE).
	Standard 2: The educational diagnostician practicum candidate understands and applies knowledge of ethical and professional practices, roles, and responsibilities (e.g., procedural safeguards, informed consent)
	Standard 4: The educational diagnostician practicum candidate understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision-making (e.g., IEP development, LRE).
	Standard 5: The educational diagnostician practicum candidate knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need (e.g., characteristics of differing disabilities, eligibility criteria, assistive technology).
	Standard 6: The educational diagnostician practicum candidate selects, administers, and interprets appropriate formal and informal assessments and evaluations (e.g., testing administration, understanding testing materials, statistical information, cognitive, adaptive behavior).
	Standard 9: The educational diagnostician practicum candidate addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies (e.g., behavior and social skills, BIPs, accommodations).
	Standard 10: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities (e.g., curriculum and instructional strategies for specially designed instruction).

Comments:

UNT Student Candidate Signature	Date
Field Supervisor Signature	Date
Site Supervisor/Site supervisor Signature	Date

