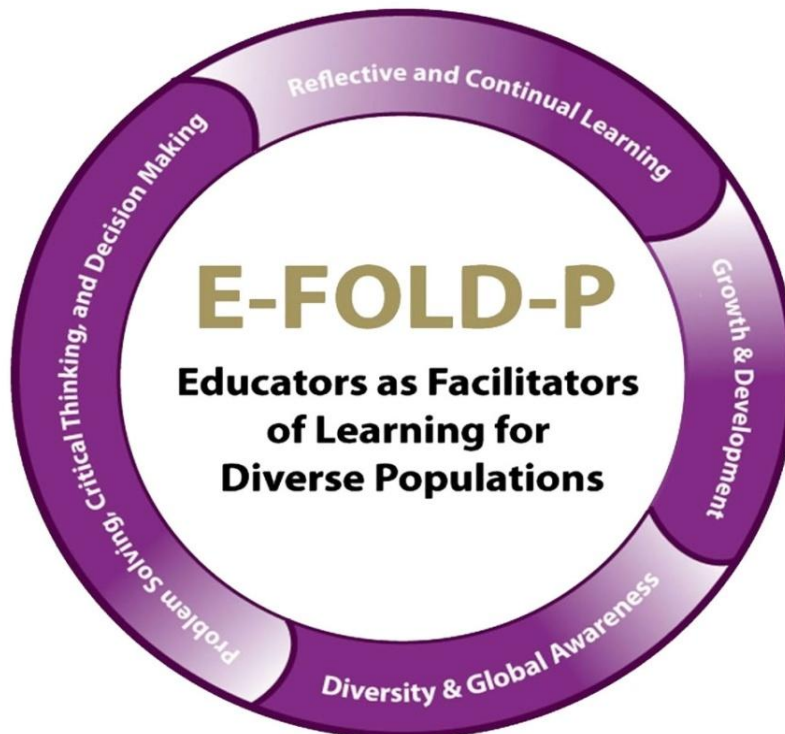


# EDUCATIONAL DIAGNOSTICIAN HANDBOOK



Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education.

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## **PREFACE**

Preparing future educational diagnosticians for school districts regionally is inherent in the mission of the Whitlowe R. Green College of Education at Prairie View A&M University. Consistent with this mission is the recognition that the changing environment of education demands that all clinical experiences reflect the true nature of the educational diagnostician (EDI) with a focus on experiential activities aligned with anticipated student outcomes in P-12 districts.

The Whitlowe R. Green College of Education is committed to ensuring that candidates experience the synchronicity of clinical experiences incorporating theory and practice in a multi-cultural and multi-dimensional setting. To this end, future educational diagnosticians are required to participate in the practicum program as a capstone experience at the conclusion of the requisite coursework. The EDI provides future building level educational diagnosticians with site-based experiences designed to provide additional preparation in meeting the challenges confronting educational diagnosticians today.

The EDI contains a clinical internship (required) that will be performed within local school districts. The internship is offered at the end of all assigned coursework (36 hours) in Special Education.

The clinical induction component is available to candidates upon placement at a school site and provides structured mentoring and support for practicing educational diagnosticians. Candidates are required to attend monthly seminars focusing on professional challenges experienced by new educational diagnosticians. Additional support is provided during an on-site visit guided by clinicians familiar with formal evaluation, Admission, Review and Dismissal (ARD) Committee meeting in reference to building an Individual Educational Program (IEP) for student.

EDI internships will include experiences in numerous settings during the course of a semester. The Special Education Department at Prairie View A&M University believes that interns can better meet the demands of the internship when this experience occurs at the end of formal coursework.

**The intern must consult with his/her advisor and apply for placement the semester before beginning the internship.**

## APPLICATION PROCEDURES

In order to register and participate in the clinical internship course SPED 5343-Practicum, an educational diagnostician candidate must:

1. Complete **all** coursework required for certification or be in their last semester;
2. Be admitted to candidacy in the graduate program;
3. Have a GPA of 3.0 in all required courses;
4. Have a valid teaching certificate;
5. Have at least two year's teaching experience;
6. Have a deficiency plan on file with the Office of Teacher Certification;
7. Provide proof of a passing score of  $\geq 290$  on the Educational Diagnostician exam on Certify Teacher;
8. Provide documentation of 6 hours of Educational Diagnostician review (Certify Teacher and/or face-to-face review);
9. Have a Master's degree or have completed the Master's degree requirements;
10. Obtain approval from the school district(s) or other sponsoring institution(s) to complete an internship in these settings;
11. Provide an endorsement of a practicing educational diagnostician who will become the intern's supervising site supervisor.

Prairie View A&M University supports the field experience concept as an extension of the learning that takes place in our special education courses. All candidates pursuing educational diagnostician certification are required to participate in the educational diagnostician internship and attendant seminars.

### **Certification Requirements and Field Experience**

As a concurrent clinical experience in the preparation of educational diagnosticians, the site-based clinical experience provides candidates with the opportunity to engage in learning activities related to educational diagnostician. The field experience must be a minimum of 200 clock hours of educational diagnostician experience with a certified cooperating educational diagnostician or LSSP (Licensed Specialist in School Psychology).

### **Internship Seminar- Purpose and Dates**

Interns are required to participate in monthly seminars during the semester in which they are enrolled in SPED 5343. The seminar sessions are designed to extend the field experience through reflection, synthesis and analysis on the insights of others. Contextual factors affecting student and faculty performance are examined within specified realms of meaning and extrapolation. In addition, the seminar offers the opportunity to gain feedback on situational cases that arise from individual clinical experiences.

### **Site Selection**

In selecting field experience sites the university supervisor, in cooperation with the prospective intern, places considerable importance on the availability and cooperation of a certified educational diagnostician qualified to assume the role of the cooperating educational diagnostician or LSSP. One criterion in approving an internship is the experience of the supervising educational diagnostician and his/her commitment to providing a meaningful clinical experience.

Each supervising educational diagnostician or LSSP is required to provide regular feedback to the intern. In addition, supervising educational diagnosticians or LSSP must provide regularly scheduled evaluations of intern performance.

## **APPROVAL OF THE SCHOOL DISTRICT**

The intern must have written approval from the school district in addition to written approval from the cooperating educational diagnostician or LSSP and building principal. In larger districts, the intern should contact the director of human resources. In smaller districts, the intern should contact the director of special education and request information on the steps necessary to get district approval to complete a clinical internship in the district. Then the intern will need to follow the prescribed steps. A copy of the written approval document should be forwarded to the Internship Program Coordinator and a separate copy placed in the intern's portfolio.

## **STUDENT RESPONSIBILITIES**

The Intern assumes a major share of the responsibility for the success of his/her field experience. The purpose of the internship program is to provide diagnostician candidates with meaningful and relevant experiences associated with becoming an educational diagnostician. The intern is subject to the authority, rules and regulations of the sponsoring school district. It is hoped that the participant gains valuable work-related experience that will provide a competitive advantage when applying for a position.

### **Specific responsibilities of the intern include:**

1. Keep a log of field experiences and completing all of the requirements in a timely manner;
2. Write and submit at least three Full and Individual Evaluation (FIE) reports to the Coordinator of the EDI by the end of the semester;
3. Become fully acquainted with the rules and regulations of the school district;
4. Attend and chair Admission, Review, Dismissal (ARD) Committee meetings;
5. Maintain a portfolio and submit the portfolio at the conclusion of the clinical experience;
6. Complete all forms, experiences, and other obligations as required;
7. Maintain confidentiality of all records and internal matters of the school district at all times;
8. Comply with state and federal laws, district rules, policies, and regulations;
9. Schedule agreed upon activities with proper administrative personnel; and
10. Read and follow the Educational Diagnostician Code of Ethics.

The Program Coordinator retains the right to modify or change the clinical

experience to be more fully responsive to the goals of the program.

## **INTERNSHIP APPLICANT REQUIREMENTS & RESPONSIBILITIES**

- 1) Secure approval from the local district for assignment. An agreement form with the appropriate signatures must be returned to the university supervisor. No internship can officially begin until this form is signed by the appropriate school official(s) and returned to the university supervisor.
- 2) Attend ALL scheduled seminars.
- 3) Demonstrate a willingness to make adjustments for observations and conference purposes during periodic visits by the university supervisor.
- 4) Maintain a log of his/her activities that entails a brief description of the task involved, the date, the beginning and ending time, the amount of time involved (expressed in fraction of an hour, ex. 2.25). The log is to be shared with the university supervisor and will be discussed during site visits. The Activity Log is an integral part of the development of your electronic portfolio. Cooperating school educational diagnosticians must certify the log of activities.
- 5) The intern shall complete any additional requirements outlined by their university supervisor.

The following represents a small sample of potential activities:

### **Suggested Activities for Element**

- Assess special education initiatives, such as inclusion, and work with interested faculty in developing plans for improvement.
- Review the availability of evaluation instruments and report writers.

### **Recommended Activities for Element 2.1**

- Assess the school culture by collecting data on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school and community. Use that data to assist with appropriate formal testing to administer to students.
- Become familiar with and utilize existing data commonly available to schools.

### **Recommended Activities for Element 2.2**

- Conduct an audit of the IEP development process.
- Draft ARD meeting reports for the review of IEP.

### **Recommended Activities for Element 2.3**

- Review the G-Factors to assist with determining the best practices for student learning then lead a faculty discussion of the application to improved student learning.



- Administer at least 3 formal achievement tests.
- Administer at least 3 formal intelligence tests.
- Write at least 3 Full and Individual Evaluation (FIE) reports.

#### **Recommended Activities for Element 2.4**

- Develop in-service training for non-instructional staff.
- Develop in-service training school staff on the G-Factors –implications and recommendations to enhance student learning.
- Communicate with related services personnel (counselor, physical therapy, occupational therapy, special transportation, school nurse).

#### **Recommended Activities for Element 3.2**

- Assist in the preparation of an audit of special education legal folders.
- Administer at least 3 formal achievement tests.
- Administer at least 3 formal intelligence tests.
- Write at least 3 Full and Individual Evaluation (FIE) reports.
- Review PIEMS activity fund accounting procedures.
- Review the coding of students enrolled in special education- (EX: 45= PPCD, 40 = Inclusion)
- Review technologies, including assistive technologies, available to support the needs of students enrolled in the special education program.

#### **Recommended Activities for Element 4.1**

- Survey to determine parental involvement in the special education process including attending and participating in ARD meetings. Then propose recommendations based on the data in a special education staff meeting including the presence of a building administrator.
- Prepare ARD notices for parents, school staff and related services personnel.

#### **Recommended Activities for Element 5.1**

- Activities related to elements that demonstrate the candidate's respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (An example is 'Conduct and/or observe the supervisory cycle,' as indicated in element 2.4. The candidate may indicate that he/she has demonstrated competency in element 5.1 while also demonstrating competency in element 2.4).
- Activities related to elements that demonstrate the candidate's ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

#### **Recommended Activities for Element 5.3**

- Analyze and explain how an ARD committee makes decisions for a student's individual educational program.

## ARTIFACTS PROVIDING EVIDENCE OF OUTCOME ACQUISITION

The artifacts listed below are only suggestions. Students, university- and school- based teaching personnel, practicing educational diagnosticians or LSSP, and reviews of research on portfolio development have suggested these items. Items of evidence are expected to occur and/or be developed during the internship experience. Some of the evidence for various domains will be knowledge developed.

As you create items that offer evidence of outcome acquisition, **avoid any use of specific names or other identifying information in an effort to maintain confidentiality.**

- Article Summaries
- Logs of Staff Meetings
- Parent Involvement Activities
- Evaluations (Written Observations and Feedback from Mentors)
- Logs of Activities Managed and/or Attended
- Reflective Journals
- Letters to Parents (EX: ARD notices)
- Management and Organization Strategies
- Developed Meetings and/or Workshop Notes
- Observation Reports
- Reports Relating to Education (EX: FIE)
- Professional Development Plans
- Rules and Procedures Reviewed
- Summarized Schedules Developed

## INTERNSHIP EVALUATION

The purpose of the internship is to provide all future educational diagnosticians with clinical experiences designed to allow for a thorough immersion in the operational and academic activities associated with school building educational diagnostician. Throughout the internship experience the university supervisor is available to both the intern and the cooperating administrator for discussion and assessment of the internship experience.

The efficacy of the program is paramount to the continued success of the program. Therefore, the College of Education utilizes a continuous improvement process for the purpose of evaluating and monitoring program results. At the close of the clinical experience, a formal evaluation will be conducted with input from the intern, university supervisor and the building level educational diagnostician or LSSP. The results of this 360-degree process will allow the College of Education to effectively make changes as necessary to improve all aspects of the clinical internship and the induction process. The evaluation criteria are included in the document entitled ***The Building Level Internship Evaluation***.

## CONCLUSION

The clinical field experience will be the most significant experience in your leadership plan of study. It is an ideal place to be both experiential and reflective. Our belief at Prairie View A&M University is that the ultimate success of the clinical field experience is determined by the willingness of the intern to commit to both experience and reflection.

Good Luck!

## **Nationally Certified Educational Diagnostician (NCED) Program CODE OF ETHICS**

For the purpose of this Code of Ethics, *Educational Diagnostician*, hereafter referred to in this document as *Diagnostician*, is defined as a professional holding an advanced degree with qualifications necessary to select, administer, interpret, and report the results of educational assessment procedures for purposes of individual eligibility, program and intervention planning, and progress monitoring.

### **A. Privacy and Confidentiality**

1. Diagnosticians respect the privacy and confidentiality of clients through professional responsibilities as dictated by the state in which they are licensed and in which they practice.

2. Diagnosticians adhere to the relevant privacy and confidentiality guidelines and expectations defined in relevant state and federal law. These federal laws include, but are not limited to: *Individuals with Disabilities Education Act (IDEA)*; *Family Education Rights Privacy Act (FERPA)*, *Section 504 of the Vocational Rehabilitation Act* and the *American with Disabilities Act*.

### **B. Responsibilities to Individuals Undergoing Assessments**

1. Diagnosticians are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

2. Diagnosticians shall not discriminate in the delivery of professional services, nor do they engage in assessment practices that discriminate against individuals on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, language, socioeconomic or disability status, or any basis prescribed by law.

3. Diagnosticians solicit and report information regarding individual characteristics that may have an impact on the results of assessment procedures, such as race or ethnicity, gender, age, language differences, socioeconomic or disability status.

### **C. Professional Competency**

1. Qualifications of Diagnosticians Engaged in Assessment

a. Diagnosticians will maintain high standards of professional competence in the interest of both the client and the profession.

b. Diagnosticians will use only those tests and other assessment procedures which they are competent to administer with competency dependent upon initial preparation, continuing professional development, and experience.

c. Competency of diagnosticians should be documented, not implied, and made available to clients.

d. Continuing professional development should address current research, professional development and practice.

e. Diagnosticians should recognize the boundaries of their competence and engage only in those activities for which they are qualified.

f. Supervisors and higher educators ensure that diagnosticians in preparation and practicing diagnosticians have sufficient knowledge and experience before they utilize assessment procedures.

## 2. Selection of Assessment Procedures

a. Diagnosticians will select and use appropriate assessment instruments, recognizing their limitations with respect to reliability, validity and bias.

Instruments selected shall be based on professional development, experience and methods designed to meet each client's unique needs.

b. Diagnosticians are responsible for becoming familiar with each test manual and should be able to document the rationale for test selection.

c. Test selection should be based on appropriateness of norm samples in addition to appropriateness related to client's needs.

## 3. Test Administration

a. Diagnosticians will administer tests in the appropriate settings recommended.

b. The client will be informed prior to testing of the rationale for test administration, timelines, costs and any other information deemed pertinent to the test taker.

c. The reason for assessment will be explained with test results furnished in a timely manner.

d. Issues of confidentiality will be adhered to both in administration and interpretation.

e. Diagnosticians will furnish ample opportunity for the test taker to ask questions prior to beginning the assessment process.

f. Any deviations from recommended administration related to environmental issues shall be documented.

g. Diagnosticians will make every effort to resolve issues of possible physical limitation prior to the onset of testing. Any modification will be duly noted and reported in test results.

h. Diagnosticians will follow instructions for test administration in order to ensure accurate results, with deviations duly noted and reported.

i. In addition to employing valid standardized instruments for assessment, observations, background information and any other pertinent information should be included in test administration.

## 4. Interpretation and Reporting of Results

a. Diagnosticians interpret data from multiple assessment procedures and have an understanding of the foundations and limitations of those assessment procedures.

b. Diagnosticians do not make conclusions unless assessment results, not just history, are present to justify those conclusions. If such evidence is lacking, diagnosticians do not make diagnostic or prognostic statements.

c. When interpreting assessment results, diagnosticians take into account any qualitative influences on test taking behavior, such as health, energy, motivation, and alike. Description and analysis of alternative explanations are provided with the interpretations.

d. In the absence of published information establishing satisfactory validity of the assessment procedures, particularly, predictive validity, diagnosticians do not make firm conclusions. Diagnosticians do not imply that a relationship exists between assessment results, prescribed interventions, and desired outcomes unless empirical evidence for that relationship exists.

e. Diagnosticians consider multicultural factors in selection of assessment procedures, interpretation of data, diagnosis, as well as formulation of prognosis and educational recommendations.

f. Diagnosticians avoid biased or incorrect interpretation by assuring that the test norms match the client population.

g. Diagnosticians who have the responsibility for making decisions about learners or policies based upon test results have a thorough understanding of applicable assessment procedures, educational theory, methodology, and research.

h. Diagnosticians will ensure that results of assessment are furnished only to relevant personnel.

i. Results will be provided in a clear, cohesive manner which lends itself to understanding by the client.

j. Confidentiality will be of utmost importance throughout the assessment and interpretation process.

k. Written reports shall be designed to assist the client in seeking assistance with recommendations that are clearly outlined. Global, computer generated reports that are not designed to address the unique needs of the client should be avoided.

l. Reports should be edited for accuracy, relevance and grammar.

m. Diagnosticians should adhere to all regulations regarding proper storage and maintenance of records.

#### **D. Materials and Technology**

1. Diagnosticians safeguard the security of the assessment procedures they use.

2. Diagnosticians using electronic means to transmit client/student records ensure that the transmission safeguards the privacy of the records.

a. Diagnosticians only transmit records via fax when the fax machine is in a secure location and is operated by employees who are cleared to work with confidential files.

b. Diagnosticians using email to transmit client/student records ensure that the message is encrypted or is stripped of all client/student identifying information.

3. Diagnosticians using computer based assessments make sure that these assessments meet the professional standards for reliability and validity for the intended use of the assessment procedure.

4. Diagnosticians ensure that when they use a computer based assessment program; whether the program is for administering the test, analyzing test data, scoring and/or interpreting data, or report writing, the client/student understands the strengths and limitations of the program.

5. Diagnosticians obtain preparation in how to use a computerized assessment analysis, scoring, and/or report writing software programs prior to using the program. A diagnostician also does not claim an unedited computerized assessment report as their own self written report.

6. Diagnosticians safeguard the security and confidentiality of their client/student databases.

7. Diagnosticians are responsible for any and all scoring and assessment reports obtained as a product from a computerized assessment tool, program, or service. Any limitations related to a computer based assessment procedure, scoring and/or analysis system, or report writing program are clearly reported and explained in any assessment report.

### **E. Professional Development**

1. Diagnosticians engage in continuous improvement of professional performance by pursuing a program of continuing education including, but not limited to, participation in professional conferences, workshops, meetings, continuing educational courses, research, and reading of professional literature.

2. Documentation of ongoing professional development will be maintained and offered as part of the continuing certification process.

### **F. Research and Publications**

Diagnosticians shall adhere to ethical practices in research and publications which shall include the following standards:

1. Conducting Research Diagnosticians' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations. This includes, but is not limited to, securing appropriate consents, providing opportunities for questions by subjects, maintaining confidentiality, debriefing, reporting accurate data, and correcting unintentional errors.

## 2. Reporting Research Results

### a. Credit

Individuals shall assign credit only to those who have contributed to a publication, presentation or product. Credit shall be assigned in proportion to contribution and only with contributor's consent.

### b. Data

Diagnosticians do not fabricate data. If diagnosticians discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means. When publishing reports of research, diagnosticians will provide discussion of limitations of their data, alternate hypotheses and explanations of their findings.

### c. Duplicate Publication of Data

Diagnosticians do not publish, as original data, data that have been previously published. This does not preclude republishing data when it is accompanied by proper acknowledgment

### d. Plagiarism

Diagnosticians do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

### e. Sharing Research Data for Verification

After research results are published, diagnosticians do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. Diagnosticians who request data from other diagnosticians to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting diagnosticians obtain prior written agreement for all other uses of the data.

## 3. Reviewers



Diagnosticians who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of, and the proprietary rights in, the information of those who submitted it.

#### 4. Copyright Laws

Diagnosticians uphold copyright laws in their publications and presentations and professional practice.

**Reprinted from NCED online.com Code of Ethics**

## **EDUCATIONAL DIAGNOSTICIAN DOMAINS AND STANDARDS FOR STATE TEST # 153**

### **Domain I Students with Disabilities**

#### **Educational Diagnostician Standard V:**

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

#### **Educational Diagnostician 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.

### **Domain II Assessment and Evaluation**

#### **Educational Diagnostician Standard IV:**

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

#### **Educational Diagnostician Standard VI:**

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

### **Domain III Curriculum and Instruction**

#### **Educational Diagnostician Standard IX:**

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

#### **Educational Diagnostician Standard X:**

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

### **Domain IV Foundations and Professional Roles and Responsibilities**

#### **Educational Diagnostician Standard I:**

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

**Educational Diagnostician Standard II:**

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

**Educational Diagnostician Standard III:**

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

**Educational Diagnostician Standard VIII:**

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

### **STUDENT RECOGNITION AND ACCEPTANCE OF TERMS**

I understand that I am participating in an internship sponsored by the Department of Curriculum and Instruction at Prairie View A&M University and a cooperating school district. I recognize that in the internship I am subject to the rules, regulations and policies of Prairie View A&M University, as well as, those of the cooperating school district.

I understand that I am not covered by Prairie View A&M University fringe benefits and that it is my responsibility to make arrangements for my own insurance, including accident, health, and hospitalization coverage. I will not hold Prairie View A&M University liable for injury or death as a result of this internship.

I understand that in the internship program I will be representing both Prairie View A&M University and the faculty of the Curriculum and Instruction Department. I will do nothing that would adversely affect the image of either unit. I agree that if any of my behaviors are deemed improper, detrimental to the school system, or Prairie View A&M University, I will withdraw from the internship and accept a grade of unsatisfactory (U). I understand that failure to abide by the policies and procedures of the internship program will result in termination of the internship with a grade of unsatisfactory (U).

I further agree that I will:

- a. Avoid becoming involved in ideological disputes in the host school district;
- b. Maintain the confidentiality of records and internal matters at all times;
- c. Not be in possession of or use any item, which is considered a controlled substance (except under the direction of a physician), alcohol, or firearm, while on school or university property, during my internship;
- d. Always dress professionally for the internship;
- e. I have read and will follow the NCED Code of Ethics.

I HAVE READ THIS AGREEMENT. THE NATURE, SCOPE AND POLICIES OF THE INTERNSHIP PROGRAM HAVE BEEN EXPLAINED TO ME, AND I AGREE TO ABIDE BY THEM.

\_\_\_\_\_  
Signature of Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of Intern

**Return a copy of this form to the Coordinator of the Program and place one in your portfolio.**

## Administrative Intern Information Form

Name of the Intern: \_\_\_\_\_

Name of the School: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home/Cell Phone (optional) : \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Email Address: \_\_\_\_\_

### Cooperating Educational Diagnostician Information

Name of Cooperating Ed. Diagnostician: \_\_\_\_\_

Number of Years of Administrative Experience: \_\_\_\_\_

Number of Years Teaching Experience: \_\_\_\_\_

Highest Degree of the Cooperating Ed. Diagnostician: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home/Cell Phone (optional): \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

\_\_\_\_\_  
Signature of Intern

\_\_\_\_\_  
Date

I have discussed the diagnostician internship experience with the above-identified intern. I agree the intern may work in our building and I will supervise the intern.

\_\_\_\_\_  
Cooperating Educational Diagnostician

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Coordinator

\_\_\_\_\_  
Date

**SPED 5343 – Practicum  
Cooperating Educational Diagnostician’s Participation Form**

**Students must return this form to the Program Coordinator within one week after the first Internship seminar meeting:**

\_\_\_\_\_ (student) has enrolled in the Internship Program, SPED 5343-Practicum, at Prairie View A&M University. The student is asked to spend a minimum number of clock hours on the activities outlined in his/her Educational Diagnostician Internship Handbook during the semester. These hours may be arranged at the convenience of the Cooperating Educational Diagnostician and the student.

I, the undersigned Cooperating Educational Diagnostician or LSSP, do hereby accept the above named student for supervision. I will assist in supervising his/her activities this semester.

Semester (circle one): Spring Summer Fall Year: \_\_\_\_\_

\_\_\_\_\_  
Signature of Cooperating Ed. Diagnostician

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Cooperating Ed. Diagnostician

**The Cooperating Educational Diagnostician or LSSP**

- Cooperating Educational Diagnosticians are practicing educational diagnosticians at the facility that students select to complete SPED 5343-Practicum;
- Internship: Each Cooperating Educational Diagnostician works closely with the student, schedules conferences regularly, and devotes sufficient time to assist the student in work assignments;
- The Cooperating Educational Diagnostician also evaluates the student based on the student’s performance using the Site Educational Diagnostician's Evaluation Instrument.

**BUILDING SITE ADMINISTRATIVE APPROVAL  
CLINICAL INTERNSHIP – Educational Diagnostician  
SPED 5343**

Semester (circle one): Spring Summer Fall Year: \_\_\_\_\_

**Intern Information**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Position: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

School Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

**Statement of Confidentiality:** I understand that during the course of events associated with intern experiences, I may be privy to confidential information. I understand that such information may not be shared and further communicated without permission. Any breach of laws and regulations concerning issues of confidentiality may result in my receiving a failing grade in the internship experience.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

I have reviewed the requirements for completion of the internship and will provide the student with opportunities and assistance necessary to fulfill those requirements.

\_\_\_\_\_  
Signature of PVAMU Supervisor

\_\_\_\_\_  
Date

**Approval of Internship**

The applicant is granted permission to do the internship under the supervision of Prairie View A&M University and the Supervisor designated above.

\_\_\_\_\_  
Signature of Cooperating Ed. Diagnostician

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Date

## EDUCATIONAL DIAGNOSTICIAN INTERNSHIP SCORING CRITERIA

*The University Supervisor will prepare a formal evaluation of the intern, based on the activity logs and supporting documents submitted by the intern coupled with feedback provided by the university and the diagnostician supervisor.*

The following criteria will be used to differentiate adequate performance of the candidate's internship experience.

### **DOES NOT MEET EXPECTATION:**

- The internship failed to satisfy minimum four month time frame and activity planning requirements.
- The intern failed to accept responsibility for leading, facilitating, and making decisions typical of those made by educational diagnosticians.
- Internship experience did not occur in multiple settings that would have allowed for the demonstration of a wide range of relevant knowledge and skills.
- The intern failed to apply skills and knowledge articulated in the NCED and Texas standards for educational diagnosticians.
- The internship experience failed to provide candidate with substantial responsibilities that increased over the duration of the internship.
- The intern failed to plan experiences cooperatively with site supervisor and university personnel.

### **MEETS EXPECTATION:**

- The internship satisfied the minimum four month time frame and activity planning requirements.
- The intern accepted genuine responsibility for leading, facilitating, and making decisions typical of those made by educational diagnosticians.
- Internship experience occurred in multiple settings, allowing for the demonstration of a wide range of relevant knowledge and skills.
- The intern applied skills and knowledge articulated in the NCED and Texas standards for educational leaders.
- The internship experience provided candidate with substantial responsibilities that increased over the duration of the internship.
- The intern planned experiences cooperatively with site supervisor and university personnel.

### **OUTSTANDING:**

- The internship exceeded the four month requirement and included an exceptional amount of planning activities.
- The intern became heavily involved in critical areas of a diagnostician's responsibility, including leading, facilitating, and decision-making.
- Internship experience was distinguished by a quality experience in a



variety of educational settings, with a concomitant demonstration of knowledge and skills in each setting.

- The intern demonstrated extensive application of leadership competencies as articulated in the NCED and Texas standards for educational leaders.
- The internship experience provided candidate with an exceptional and high quality amount of responsibilities that increased significantly over the duration of the internship.
- The intern planned experiences extensively with site supervisor and university personnel.

## **FINAL GRADE DETERMINATION**

The final grade for the internship experience will be a cooperative effort between the university supervisor and site educational diagnostician, with the university supervisor having the final decision and the responsibility for reporting the final grade.

## School Personnel Survey Evaluation Educational Diagnostician #153

Site Supervisor (School Personnel): \_\_\_\_\_

Job Title: \_\_\_\_\_

Name of School: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

### Domain I Students with Disabilities

#### Standard V:

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

#### Standard Element to be Assessed:

Implement a vision: **internship activity – determine eligibility criteria conclusions based on assessment results, not just history, are present to justify those conclusions. If such evidence is lacking, diagnosticians do not make diagnostic or prognostic statements.**

|                                  |     |    |   |   |   |
|----------------------------------|-----|----|---|---|---|
| Activity assessed in course work | Yes | No |   |   |   |
| Description of the Goal          | Yes | No |   |   |   |
| TEExES Standards                 | Yes | No |   |   |   |
| Appropriate evidence             | Yes | No |   |   |   |
| Overall quality                  | 5   | 4  | 3 | 2 | 1 |

#### 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.

#### Standard Element to be Assessed:

Implement a vision: **consider multicultural factors in selection of assessment procedures, interpretation of data, diagnosis, as well as formulation of prognosis and educational recommendations.**

|                                  |     |    |
|----------------------------------|-----|----|
| Activity assessed in course work | Yes | No |
|----------------------------------|-----|----|

|                         |     |    |   |   |   |
|-------------------------|-----|----|---|---|---|
| Description of the Goal | Yes | No |   |   |   |
| TEExES Standards        | Yes | No |   |   |   |
| Appropriate evidence    | Yes | No |   |   |   |
| Overall quality         | 5   | 4  | 3 | 2 | 1 |

## Domain II Assessment and Evaluation

### Standard IV:

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

#### Standard Element to be Assessed:

Implement a vision: **interpret data from multiple assessment procedures and have an understanding of the foundations and limitations of those assessment procedures including knowing and understanding the Cognitive Abilities – Comprehension - Knowledge (GC), Long-Term retrieval (Glr), Visual-Spatial thinking (Gv), Auditory Processing (Ga), Fluid reasoning (Gf), Processing Speed (Gs), and Short-Term Memory (Gsm).**

|                                  |     |    |   |   |   |
|----------------------------------|-----|----|---|---|---|
| Activity assessed in course work | Yes | No |   |   |   |
| Description of the Goal          | Yes | No |   |   |   |
| TEExES Standards                 | Yes | No |   |   |   |
| Appropriate evidence             | Yes | No |   |   |   |
| Overall quality                  | 5   | 4  | 3 | 2 | 1 |

### Standard VI:

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

#### Standard Element to be Assessed:

Implement a vision: **select and use appropriate assessment instruments, recognizing their limitations with respect to reliability, validity and bias. Instruments selected shall be based on professional development, experience and methods designed to meet each client's unique needs.**

|                                  |     |    |  |  |  |
|----------------------------------|-----|----|--|--|--|
| Activity assessed in course work | Yes | No |  |  |  |
|----------------------------------|-----|----|--|--|--|

|                         |     |    |   |   |   |
|-------------------------|-----|----|---|---|---|
| Description of the Goal | Yes | No |   |   |   |
| TEExES Standards        | Yes | No |   |   |   |
| Appropriate evidence    | Yes | No |   |   |   |
| Overall quality         | 5   | 4  | 3 | 2 | 1 |

### Domain III Curriculum and Instruction

#### Standard IX:

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

#### Standard Element to be Assessed:

Implement a vision: **select test based on appropriateness of norm samples in addition to appropriateness related to client's needs.**

|                                  |     |    |   |   |   |
|----------------------------------|-----|----|---|---|---|
| Activity assessed in course work | Yes | No |   |   |   |
| Description of the Goal          | Yes | No |   |   |   |
| TEExES Standards                 | Yes | No |   |   |   |
| Appropriate evidence             | Yes | No |   |   |   |
| Overall quality                  | 5   | 4  | 3 | 2 | 1 |

#### Standard X:

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

#### Standard Element to be Assessed:

Implement a vision: **will make informed recommendations about student's strengths and weaknesses in relation to Texas grade – level STAAR standards for student assigned grade level using assessment results.**

|                                  |     |    |
|----------------------------------|-----|----|
| Activity assessed in course work | Yes | No |
| Description of the Goal          | Yes | No |

|                      |     |    |   |   |   |
|----------------------|-----|----|---|---|---|
| TEExES Standards     | Yes | No |   |   |   |
| Appropriate evidence | Yes | No |   |   |   |
| Overall quality      | 5   | 4  | 3 | 2 | 1 |

#### Domain IV Foundations and Professional Roles and Responsibilities

##### Standard I:

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

##### Standard Element to be Assessed:

Implement a vision: **understands concepts of test measurement and different types of scores (e.g., mean, standard deviation, rate of proficiency index, standard scores, T-scores, Z-scores, G-factors confidence interval bands age- and grade-equivalent scores, percentages, percentiles, normal-curve equivalents, confidence interval bands), stanines and their implications for interpreting test results.**

|                                  |     |    |   |   |   |
|----------------------------------|-----|----|---|---|---|
| Activity assessed in course work | Yes | No |   |   |   |
| Description of the Goal          | Yes | No |   |   |   |
| TEExES Standards                 | Yes | No |   |   |   |
| Appropriate evidence             | Yes | No |   |   |   |
| Overall quality                  | 5   | 4  | 3 | 2 | 1 |

##### Standard II:

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

##### Standard Element to be Assessed:

Implement a vision: **demonstrate knowledge of ethical issues affecting educational diagnosticians and knows diagnosticians' roles and responsibilities by applying knowledge of special education laws and related regulations regarding students with disabilities.**

|                                  |     |    |
|----------------------------------|-----|----|
| Activity assessed in course work | Yes | No |
|----------------------------------|-----|----|

|                         |     |    |   |   |   |
|-------------------------|-----|----|---|---|---|
| Description of the Goal | Yes | No |   |   |   |
| TEExES Standards        | Yes | No |   |   |   |
| Appropriate evidence    | Yes | No |   |   |   |
| Overall quality         | 5   | 4  | 3 | 2 | 1 |

**Standard III:**

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

**Standard Element to be Assessed:**

Implement a vision: **collaborates and communicates effectively with students, teachers, parents, and others on the child’s progress and acts as a liaison between all groups involved in improving educational outcomes for the student.**

|                                  |     |    |   |   |   |
|----------------------------------|-----|----|---|---|---|
| Activity assessed in course work | Yes | No |   |   |   |
| Description of the Goal          | Yes | No |   |   |   |
| TEExES Standards                 | Yes | No |   |   |   |
| Appropriate evidence             | Yes | No |   |   |   |
| Overall quality                  | 5   | 4  | 3 | 2 | 1 |

**Standard VIII:**

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

**Standard Element to be Assessed:**

Implement a vision: **Detailed record keeping, adhere to timelines for evaluations, ARD meetings, referral process, etc.**

|                                  |     |    |  |  |  |
|----------------------------------|-----|----|--|--|--|
| Activity assessed in course work | Yes | No |  |  |  |
| Description of the Goal          | Yes | No |  |  |  |
| TEExES Standards                 | Yes | No |  |  |  |

|                      |     |   |    |   |   |
|----------------------|-----|---|----|---|---|
| Appropriate evidence | Yes |   | No |   |   |
| Overall quality      | 5   | 4 | 3  | 2 | 1 |

**SECTION FOUR: EDUCATIONAL DIAGNOSTICIAN EVALUATION**

All areas are satisfactory                      Yes                      No

**SECTION FIVE: REFLECTIVE JOURNAL**

Consistent reflective feedback              Yes                      No

**PORTFOLIO DOCUMENT REVIEWER COMMENTS:** \_\_\_\_\_

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