

2021-2022

STUDENT HANDBOOK

Educational Diagnostician Certification
Program & Internship



UNIVERSITY of
HOUSTON

COLLEGE of EDUCATION
Educational Leadership & Policy Studies

TABLE OF CONTENTS

Introduction.....	4
What is an educational diagnostician.....	4
Purpose of this Handbook.....	4
Goals of the Program.....	4
Description & Objectives of the Educational Diagnostics Internship.....	4
University of Houston Graduate and Professional Studies Graduate Catalog.....	5
University of Houston Website.....	5
COE Office of Graduate Studies Website.....	5
Department of Educational Leadership and Policy Studies Website.....	5
Educational Diagnostician Program SharePoint.....	5
MyUH.....	5
UH Email Mailbox.....	5
Advisor and Departmental Staff.....	6
Core Faculty.....	6
Advising and Valid Contact Information.....	7
Ongoing and Annual Review.....	7
Exit policy.....	7
General Dismissal Policies and Procedures.....	8
Dismissal from the Educator Preparation Program.....	8
Withdrawal from the Educator Preparation Program.....	8
Applicants or Candidates Convicted of an Offense.....	9
Discontinued from the Educator Preparation Program.....	9
Complaint/Grievance Policy and Procedures.....	9
Credit toward a degree at UH for non-degree seeking students.....	9
Texas Educators’ Code of Ethics.....	9
Coursework.....	10
Minimum Required Courses.....	10
Additional Courses.....	10
UH Course Listing.....	11
Course and Benchmarks Inquiries.....	11
Course Registration via MyUH Assistance.....	11
Enrollment Schedule.....	11
Certification.....	11
Admission requirements.....	11
Formal Admission.....	13
TExES Examination.....	13
Applying for Texas Educator Certification.....	14
Practicum/Internship.....	14

Requirements for Practicum/Internship.....	14
Practicum/Internship Information.....	15
Site Supervisor Qualifications & Responsibilities.....	15
Site Selection.....	16
Approval of the School District.....	16
Field Supervisor Qualifications & Responsibilities	17
Candidate Responsibilities	17
Suggested Internship Activities	18
Reflective Journal	19
Evaluation of the Candidate.....	19
Final Grade Determination	19
 Portfolio.....	 20
Candidate Portfolio	20
Portfolio Components	20
Procedures	20
 STUDENT SUPPORT SERVICES	 20
Academic Calendar	20
Costs, Fellowships, Assistantships, Financial Aid, Payment Due Dates, and Refunds.....	20
Counseling and Psychological Services (CAPS).....	21
Problem-Solving Resources/Student Advocacy	21
Student Life Resources/Wellness	21
Technology	21
UH General Overview of Resources and Quick Links:.....	21
Obtaining Texas Residency for Tuition Purposes	21
Office 365.....	21
 Appendix A: NCED Code of Ethics	 22
 Appendix B: §239.83. Standards Required for the Educational Diagnostician Certificate	 29
 Appendix C Texas Educators' Code of Ethics	 40
 Appendix D Administrative Forms	 43
 Appendix E TEXES 253 Framework.....	 48
 Appendix F How-To: Course Enrollment.....	 55
 Appendix G How-to: Register for Hidden Courses.....	 66
 Appendix H Program Flowchart.....	 69

INTRODUCTION

WHAT IS AN EDUCATIONAL DIAGNOSTICIAN

The Educational Diagnostician certification is a state-approved Student Services certification intended to prepare the highest caliber professionals that possess the knowledge and skills necessary to improve the performance of the diverse student population in Texas. The holder of the Educational Diagnostician certificate may serve as an educational diagnostician, including providing educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from Early Childhood-Grade 12 (see TAC §239.80). Educational Diagnosticians play a critical role in the identification and support of students with disabilities. Educational Diagnosticians are in high demand due to increases in the numbers of students eligible for special education in Texas, as well as a 56% increase in the number of special education evaluations completed by Texas school districts in the last few years (TEA, 2015-2016 compared to 2018-2019).

PURPOSE OF THIS HANDBOOK

This Handbook is intended for students in the Department of Educational Leadership & Policy Studies (ELPS) in the College of Education (COE) at The University of Houston (UH) in the Educational Diagnostician programs. It provides an overview of program requirements, policy, rules, and regulations. The information included is designed to facilitate students' progress toward the attainment of their program objectives. *The purpose of this handbook is to supplement and clarify – not supersede – policies and procedures provided at the College of Education or University of Houston level.*

GOALS OF THE PROGRAM

The Educational Diagnostician certification program prepares certified teachers for certification as an Educational Diagnostician in Texas. The program incorporates the professional standards of Council for Exceptional Children organization (<http://www.cec.sped.org/Standards>). Completers find abundant opportunities for challenging and rewarding careers.

DESCRIPTION & OBJECTIVES OF THE EDUCATIONAL DIAGNOSTICIAN INTERNSHIP

The University of Houston Educational Diagnostician Program regards the internship as the final, "capstone" field experience that builds on and integrates prior experiences and coursework, allowing increasing autonomy in providing comprehensive diagnostic services under supervision. The primary focus and purpose is assuring breadth and quality of training designed to help the candidate develop those competencies necessary for professional functioning in the schools. Students in the Educational Diagnostician sequence must enroll in two consecutive semesters of internship (SPEC 7394 and SPEC 7395) and successfully complete 160 hours of supervised internship experience in a public, charter, or accredited private school to complete program requirements and to partially meet state requirements for certification as an Educational Diagnostician. The internship is the final, "capstone" field experience that builds on and integrates prior experiences and coursework, allowing increasing autonomy in providing comprehensive

diagnostic services under supervision.

UNIVERSITY OF HOUSTON GRADUATE AND PROFESSIONAL STUDIES GRADUATE CATALOG

It is important for all students to read the catalog and be familiar with the requirements and policies currently in effect for all graduate students at the University of Houston. The catalog is available online at <http://publications.uh.edu/index.php>.

Specifically: It is the responsibility of students to be aware of rules and regulations. As such, please view the *Graduate Catalog* to review all policies regarding, but not limited to: Academic Honesty, Dropping Courses, Leave of Absence, Low Grade Policy, Plagiarism (Definition of), and Withdrawal.

UNIVERSITY OF HOUSTON WEBSITE

The UH website available at <http://uh.edu/> contains policies regarding student business services including tuition/fees amounts, payment options with due dates, and refunds; academic calendar; enrollment schedules; and more.

COE OFFICE OF GRADUATE STUDIES WEBSITE

The COE Office of Graduate Studies (OGS) provides leadership and continuous support for all graduate programs, faculty and students in the College of Education. COE policy information is available on the OGS website at <http://www.uh.edu/education/student-services/graduate-office/>.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES WEBSITE

Please visit <http://www.uh.edu/education/departments/elps/> for information about the department, mission, degree programs, faculty and staff, ELPS centers and institutes, testimonials, and more.

EDUCATIONAL DIAGNOSTICIAN PROGRAM SHAREPOINT

Admitted students will be invited to the [Educational Diagnostician Program SharePoint](#). The SharePoint is used for communication, announcements, and document storage.

MYUH

The University of Houston is a student-focused, yet self-service, academic community. As such, students must complete many administrative actions themselves. Through the *myUH* portal, students may check admission status, register for classes, reserve parking, reset passwords, add classes, view financial aid, make payments, download 1098Ts, and much more by visiting <https://myuh.uh.edu/>.

UH EMAIL MAILBOX

Beginning Spring 2020, College of Education students were provided an official UH email mailbox to use during their enrollment at the University of Houston. The email account will be the primary way

instructors, UH entities, and support staff communicate with students. The purpose of this action is to: (1) help retain the integrity and privacy of your personal email account by keeping UH related correspondence within its own email mailbox and (2) provide additional course curriculum Office 365 <<http://www.uh.edu/office365>> tools and functionality (uh.edu/office365).

There are two ways to access and use your official UH email mailbox.

1. Visit AccessUH <<http://accessuh.uh.edu>> and click on the “Office 356” icon to gain access to the Outlook web app.
2. Download the free Microsoft Outlook app and follow the appropriate tutorial to check, send, and receive UH emails on mobile devices.
 - a. Android Mobile Devices <<http://www.coe.uh.edu/cite/training/tutorials/phone/outlook365-android.pdf>> (coe.uh.edu/cite/training/tutorials/phone/outlook365-android.pdf)
 - b. Apple Mobile Devices <<http://voyager.coe.uh.edu/cite/training/tutorials/phone/outlook365-apple.pdf>> (coe.uh.edu/cite/training/tutorials/phone/outlook365-apple.pdf)

Note that students are initially assigned a forwarding email alias that does not send or store emails. The main purpose of this forwarding email alias is to redirect emails to a personal email address. Currently your alias may be forwarding emails to a personal email address. Therefore, manually update your ‘destination’ email address to redirect to your new official UH email mailbox. Visit the UIT website to learn how to update the destination email <<https://uh.edu/infotech/services/accounts/email/update-student-address/>> within AccessUH (uh.edu/infotech/services/accounts/email/update-student-address).

Additional assistance can be found at the Get Help <<http://www.uh.edu/get-help>> page (uh.edu/get-help), by visiting the CITE lab <<http://www.coe.uh.edu/cite>> Help Desk (coe.uh.edu/cite), or by requesting an official email mailbox <<http://www.uh.edu/mailbox>> if you believe one was not created for you (uh.edu/mailbox).

ADVISOR AND DEPARTMENTAL STAFF

Your faculty advisor and administrative staff within the Department of Educational Leadership & Policy Studies also serve as resources and will provide guidance on where to go to get more information about particular University of Houston, College of Education, and ELPS policies and procedures. Information about these policies and procedures as well as program requirements not described in this handbook can be discussed with your advisor.

Visit the ELPS website at <http://www.uh.edu/education/departments/elps/> to access faculty and staff contact phone numbers and email addresses.

CORE FACULTY

Detailed ELPS core faculty information is available at <http://www.uh.edu/education/departments/elps/faculty/>.

Note: Adjunct faculty vary by semester given the subject matter of the specific course offered at the time.

ADVISING AND VALID CONTACT INFORMATION

Upon admission to the program, all students are assigned a faculty advisor (certification-only students) or academic advisor (M.Ed. students). The student's relationship with their advisor is one of the primary means by which the program monitors and facilitates student progress through the program and professional and personal competency development. Students are expected to maintain regular contact with their advisors throughout their matriculation, keep their advisors apprised of any problems or concerns that may affect their academic work, complete certification plans in close consultation with their advisors, and seek their advisor's consultation and assistance as appropriate. Students must keep their *myUH* accounts updated with their UH email address and/or destination email address, mailing address, and telephone number that will enable the advisor to reliably contact the student. At this time, students are encouraged to use their UH email address. Failure to maintain valid contact information is a serious issue since the advisor must be able to have confidence that time-sensitive and/or important information will be delivered to the student. Failure to maintain valid contact information is a serious deficiency that may lead to the development of a Performance Improvement Plan (PIP), at any time that the advisor determines that the contact information is not valid.

Educational Diagnostician candidates meet with their faculty advisor before their first semester to complete their certification plans, which include all required courses and other benchmarks (e.g., passing TExES scores, 3 years of teaching service, etc.). Approximately two weeks before the course schedule is published, the faculty advisor works individually with each Educational Diagnostician candidate to select the appropriate courses for the following semester (approximately October to plan for spring, and March to plan for summer and fall). In February of the final year, candidates meet with their faculty advisor to assess TExES readiness and discuss the timeline for registering for the exam. Early in their final semester (i.e., during SPEC 7395 Educational Diagnostician Internship II), a certification plan audit is completed, and candidates are informed of any outstanding requirements, such as submitting a final teaching service record.

ONGOING AND ANNUAL REVIEW

The overall progress of all students is evaluated annually by advisors. Students are given feedback each year concerning the outcome of this evaluation. Students are in good standing if they:

- register continuously at the University in courses consistent with the approved degree plan and/or certification plan, or seek a formal leave of absence from the program if they must interrupt their enrollment;
- maintain close contact with their advisor concerning progress toward the certification requirements;
- make adequate progress in accordance with the length of time that the student has enrolled in the program;
- earn grades of B or higher in all certification coursework; and,
- maintain adequate progress and performance in their coursework. Adequate progress includes formally resolving all Incompletes received in any course during the previous semesters.

EXIT POLICY

19 TAC §228.20(h) requires all Educator Preparation Programs to have an exit policy for the dismissal of

candidates published, reviewed, and signed by candidates when they are admitted to the program. Refer to the UH Certifications [website](#) as well as the sections below and Appendix D.

General Dismissal Policies and Procedures

The dismissal of a student from the program is a significant event for the student, the program, and the program faculty and represents the conclusion of the faculty that the student has not demonstrated appropriate, consistent matriculation; has engaged in academic dishonesty; has not met multiple program milestones; has been charged with or convicted of a criminal offense; has failed to demonstrate an adequate level of professional or personal competency, or for other serious reasons (e.g., has been disruptive to the education and training process). Dismissal action is typically the outcome of careful inquiry and collection of data from multiple sources as well as communication with the student regarding his or her unsatisfactory performance in basic or, where appropriate, remedial work, as outlined in a Performance Improvement Plan. However, immediate dismissal may occur under dangerous (e.g., threat of bodily harm, slander, libel), unusual, or other serious circumstances.

Dismissal from the Educator Preparation Program

A candidate may be removed from the Educator Preparation Program in the event they demonstrate behavior not consistent with the professional and ethical expectations of an educator in Texas. 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 University of Houston Educator Preparation Program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to contact your field supervisor for your formal observations.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators.
5. Any action deemed a violation of the University of Houston Student Code of Conduct.
6. Any action deemed a violation of school district and/or campus policy during the field-based experiences or clinical teaching or internship.

Dismissal from the program is determined by a committee comprised of the program faculty and program director. This may occur at any time. If a candidate is dismissed from the College of Education, they will also be automatically dismissed from the Educator Preparation Program. All decisions of dismissal can be appealed through college policies.

Withdrawal from the Educator Preparation Program

A candidate who decides to voluntarily withdraw from the Educator Preparation Program needs to send a written notice of that intent from a University of Houston email account including their PeopleSoft ID. The candidate also needs to submit a signed Withdrawal Form (see Appendix D). Withdrawal from the College of Education translates to withdrawal from the Educator Preparation Program.

Re-entry into the program will be considered on an individual basis. Program requirements change over

time because of revisions in licensing rules or educator standards; therefore, re-admittance could mean that there are new criteria that the re-admitted candidate would have to meet.

Applicants or Candidates Convicted of an Offense

An applicant or candidate who has been convicted of an offense may be ineligible for issuance of a certificate upon completion of the Educator Preparation Program. Please refer to the current State Board for Educator Certification (SBEC) rules prescribed in [§249.16](#) of the Texas Administrative Code (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter [53](#), and Texas Education Code, Chapter [21](#)). Applicants/candidates have the right to request a criminal history evaluation letter as provided in Chapter 227, [Subchapter B](#), of the Texas Administrative Code (relating to Preliminary Evaluation of Certification Eligibility).

Discontinued from the Educator Preparation Program

A candidate who has not attended courses for more than one long semester is automatically discontinued by the University unless a leave of absence has been granted. Candidates will need to reapply to the program to attend after being discontinued, and will be subject to policies and procedures at the time of the reapplication.

COMPLAINT/GRIEVANCE POLICY AND PROCEDURES

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified in the College of Education [Grievance Policy](#) for graduate students, the Department of Educational Leadership & Policy [Studies Student Grievance Policy](#), and in the UH Graduate Studies [Catalog](#). Also see the [Complaint Policy for Certification Programs](#).

CREDIT TOWARD A DEGREE AT UH FOR NON-DEGREE SEEKING STUDENTS

Prospective students will be encouraged to adhere to the admission criteria for UH College of Education graduate programs so that they may apply relevant courses in this certificate program toward a Master's degree in Special Populations or Ed.D. in Professional Leadership – Special Populations, if they choose, at the end of their certificate program. However, completion of the Educational Diagnostician certification program does not guarantee acceptance to either program.

Students in the Educational Diagnostician certification program who apply to and are accepted to the M.Ed. in Special Populations must complete all degree requirements (in addition to certification requirements) in order to be recommended for certification as an Educational Diagnostician.

TEXAS EDUCATORS' CODE OF ETHICS

All students, faculty, staff, and field supervisors comply with standard practices and ethical conduct towards students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom as set forth by Texas Administrative Code §247.2, the [Texas Educators' Code](#)

[of Ethics.](#)

During the formal admission process, all candidates must affirm that they have read and thoroughly understand and agree to adhere to the Texas Educators' Code of Ethics.

COURSEWORK

The Educational Diagnostician certification program is designed to enable students to complete certification requirements in 1-2 years. Specifically, students will take a minimum of fifteen (15) credit hours of coursework to complete certification requirements (maximum is 39 credit hours). Many courses are offered online; however, there are two face-to-face courses (SPEC 7340 and SPEC 7392). Since certification plans are enhanced periodically to support continuous improvement planning objectives, students will follow their approved certification plan that is in place at the time in which they complete an official, approved certification plan. This step is completed immediately following accepting admission to the certification program. The most current course sequence is provided below.

MINIMUM REQUIRED COURSES

SPEC 7340 Assessment of Academic Achievement
SPEC 7341 Assessment of Learning Difficulties
SPEC 7392 Assessment of Intellectual Abilities
SPEC 7394 Educational Diagnostician Internship I
SPEC 7395 Educational Diagnostician Internship II

ADDITIONAL COURSES

All graduate courses previously taken will be evaluated to determine which Educational Diagnostician courses are needed. Some courses may also be waived for those with EC-12 Special Education certification who already have a master's degree. In addition to the 15 required courses, students may be required to take some or all of the following 24 hours:

SPEC 6237 Introduction to Educational and Psychological Measurement
SPEC 6340 Learning and Educational Sciences
SPEC 6360 Individuals with Disabilities
SPEC 6361 Behavior: Interventions
SPEC 6362 Behavior: Evidence-Based Decisions
SPEC 6363 Instructional Interventions
SPEC 6365 Data-Based Individualization of Instructional
SPEC 7391 Collaborative Consultation and Coaching

Due to the overlapping nature of state standards for EC-12 Special Education and Educational Diagnostician certification, the following courses (18 hours) are waived for students who have previously earned a master's degree and hold current/valid EC-12 Special Education certification in Texas: SPEC 6360,

SPEC 6361, SPEC 6362, SPEC 6363, SPEC 6365, and SPEC 7391.

UH COURSE LISTING

The *UH Course Listing* allows students to search for, and receive, information regarding available courses for each semester. It is available at <http://www.uh.edu/academics/courses-enrollment/class-schedule/>.

COURSE AND BENCHMARKS INQUIRIES

Contact your advisor regarding questions related to course content, course sequence, and benchmarks.

COURSE REGISTRATION VIA MYUH ASSISTANCE

Contact Ms. Britney Ikner, Admissions & Academic Advisor in OGS at baikner@central.uh.edu regarding assistance with course registration in *MyUH*. Students need to ensure to make payment in order to register if a financial hold is posted in *MyUH*. Contact the Office of Student Business Services at <http://www.uh.edu/about/offices/enrollment-services/student-business-services/> with questions related to financial holds. Students may register once the financial hold is cleared. Recently admitted students may also have a degree verification hold. The hold will be cleared once official transcripts are received and processed by the UH Graduate School.

ENROLLMENT SCHEDULE

Students can begin planning the registration timeline by viewing <http://www.uh.edu/academics/courses-enrollment/enrollment-schedule/index.php>.

CERTIFICATION

The certification plan details the coursework and requirements you'll need to be eligible to be recommend for a Texas Educator Certificate through the State Board for Educator Certification (SBEC). A sample certification plan is available at <http://www.uh.edu/education/degree-programs/ed-diag-cert/diagnostician-sample.pdf>.

ADMISSION REQUIREMENTS

Admission requirements to the UH M.Ed. in Special Populations – Educational Diagnostician Certification program:

- Bachelor's degree earned from an accredited institution of higher education
- Preferred GPA of 3.0 on a 4.0 scale in upper division undergraduate coursework with a minimum GPA of 2.5
- Current/valid teacher certification (any area)
- Official GRE scores (unless eligible for waiver)
- Statement of intent (see directions [here](#))
- Resume/curriculum vitae
- Three letters of recommendation

- Service record or other evidence demonstrating applicant has (or will have by the time of graduation) three (3) years of classroom teaching experience

Admission requirements to the Educational Diagnostician Certification program:

- Master’s degree earned from an accredited institution of higher education
- Preferred GPA of 3.0 on a 4.0 scale in upper division undergraduate and graduate coursework with a minimum GPA of 2.5
- Current/valid teacher certification (any area) Statement of intent (see directions [here](#))
- Resume/curriculum vitae
- Three letters of recommendation
- Service record or other evidence demonstrating applicant has (or will have by the time of program completion) three (3) years of classroom teaching experience

Admission is determined based on the combination GPA, letters of recommendation, statement of intent, resume, and demonstrated commitment to chosen field of study (includes experience, disposition for reflection, stance, skills and aptitude, and written communication skills). In each area, applicants are rated between 1-5 (1 – does not meet expectations, 3 – meets expectations, 5 – exceeds expectations). To be admitted, a candidate must earn a combined total of 20 points or more. Applicants scoring 15-19 require an additional screening process. See the chart below for the screening rubric:

	1	2	3	4	5
Disposition for reflection (articulates a willingness to learn, reflect on, and learn from past experiences)	No evidence of disposition for reflection	Limited evidence of disposition for reflection	Sufficient evidence of disposition for reflection	Strong disposition for reflection	Exceptional disposition for reflection
Skills and Aptitude (explains how previous experiences, skills, strengths, and weaknesses will be utilized in the program and in the future position)	Does not demonstrate appropriate skills and aptitude	Limited demonstration of appropriate skills and aptitude	Sufficient demonstration of appropriate skills and aptitude	Advanced skills and aptitude	Exceptional skills and aptitude
Written Communication Skills (clarity, grammar, mechanics, etc).	Poorly developed writing skills	Below average writing skills	Average writing skills	Above average writing skills	Excellent writing skills with no errors
Stance (passion for serving students with disabilities, commitment to students' success, values diversity, etc.)	Does not articulated desired stance	Limited articulation of stance	Sufficient articulation of stance	Strong articulation of stance	Clearly articulates desired stance

	1	2	3	4	5
Experience	1 point for valid certification	1 point for special education certification	1 point for related experience	1 point for 1-2 years teaching experience	2 points for 3+ years of teaching experience
GPA	<3.0	3.0-3.39	3.4-3.59	3.6-3.79	3.8-4.0

FORMAL ADMISSION

In addition to accepting the offer of admission to the University of Houston, per TAC 227.17 you must accept our offer of formal admission to the CAEP Accredited University Based Educational Diagnostician Certification program (M.Ed. students) or the CAEP Accredited University Based Alternative Educational Diagnostician Certification program (Diagnostician certification-only students) by completing the survey as outlined in your Admission Welcome Letter. This process leads to your formal enrollment and will be designated in TEAL/ECOS. *If the formal admissions survey is not completed by the specified date, you will not be able to enroll in certification coursework.* Next, your acceptance will be processed by the Certification Office and your official Certification Plan will be completed by the Program Director. You will receive a copy of your Certification Plan once it has been prepared. You will also be notified of any deficiencies in TEA requirements for certification as an Educational Diagnostician.

TEXES EXAMINATION

Prior to applying to take the TExES Educational Diagnostician (253), students are expected to complete all pre-requisite courses and benchmark requirements for the certification (see below). Information about the TExES 253 is available at this [link](#). The faculty advisor/Program Director will notify the Certification Office when you are approved to take the TExES 253. You must earn a passing score on the TExES to receive credit for SPEC 7395. Benchmarks required for TExES approval:

- Grade of B* or higher in SPEC 7340,
- Grade of B* or higher in SPEC 7341,
- Completed or currently enrolled in SPEC 7392 (if completed, must earn a grade of B* or higher), and
- Passing score on the representative exam**.

*Students who earn grades lower than a B in any of the courses may demonstrate readiness and receive exam approval via performance in Certify Teacher (www.certifyteacher.com; contact the Program Director for the discount code) by logging 10 hours in study mode and demonstrating an acceptable level of proficiency on the Qualifying Exam (Exam Mode).

**Representative exam registration will be provided upon completion of SPEC 7340 and SPEC 7341.

Be sure to initiate your TEAL account for testing prior to attempting to register for the exam if you have not already done so: https://secure.sbec.state.tx.us/SBECOnline/TEAL_End_User_Training_ECOS.pdf. If you are unsuccessful on your first attempt, please email your score report to your faculty advisor. You will be required to meet with your faculty advisor to devise a study plan prior to being approved for a second

administration. More information can be found at: <http://www.uh.edu/education/student-services/certifications/cert-test/>. Retake forms and study logs are available in the [Educational Diagnostician Program SharePoint](#).

APPLYING FOR TEXAS EDUCATOR CERTIFICATION

Apply for Educational Diagnostician certification through [TEAL](#). The University of Houston will recommend you after you have met the following requirements:

- Must have a certification plan on file
- Completion of all certification plan coursework (as demonstrated by final grades in all courses)
- Master's degree (verified at admissions for Diagnostician certification-only students)
- A valid Texas teaching certificate (verified at admissions and at program completion)
- Have approved full-time teaching experience (3 years) in approved accredited school documented through a teacher service record (if not submitted at admissions, service record should be emailed to elpsdiag@central.uh.edu prior to applying for certification)
- Documented completion of a 160-hour internship (includes log, supervisor evaluation, reflective journal, required instruction as specified in TEC §21.044, and portfolio)
- Documented internship observations (3 observations, 45 minutes each)
- Successful completion of TExES exam 253 (minimum score 240)
- Notify ELPS that you have completed all requirements and applied in TEAL by completing the [ELPS Application for Certification](#)

Students should consult with the Certification Office for details about obtaining certification. Information is available on our [Certification webpage](#).

You may request a letter from your faculty advisor detailing your progress toward certification at any time. For example, when applying for Educational Diagnostician positions prior to obtaining certification the school district may require a letter before offering a position. Allow at least 2 business days.

PRACTICUM/INTERNSHIP

REQUIREMENTS FOR PRACTICUM/INTERNSHIP

To register and participate in the clinical practicum/internship course SPEC 7394 Educational Diagnostician Internship I, an educational diagnostician candidate must:

1. Be enrolled in or completed either SPEC 7340 or SPEC 7392;
2. Have an approved Certification Plan on file;
3. Have a GPA of 3.0 in all required courses;
4. Have a valid teaching certificate;
5. Have at least three year's teaching experience (or be currently in their third year);
6. Have a Master's degree or have completed the Master's degree requirements; and

7. Submit Placement and Site Supervisor Information form to ensure approval from the school district and the provision of a site-based supervisor. Candidates may not begin accruing hours until the placement has been approved.

To register and participate in the clinical practica/internship course SPEC 7395 Educational Diagnostician Internship II, an educational diagnostician candidate must:

1. Meet all requirements listed above for enrollment in SPEC 7394;
2. Have completed SPEC 7340; and
3. Be enrolled in or completed SPEC 7392;

PRACITCUM/INTERNSHIP INFORMATION

The internship may be perceived as an enterprise consisting of three major components: 1) the candidate, 2) the cooperating school system or other educational enterprise (includes site supervisor), and 3) the University of Houston (includes field supervisor and faculty). The internship is an investment in development as an educational diagnostician from which all three participants will derive benefit, and in which all three have definite responsibilities. Through this tri-dimensional model, the areas of accountability are identified and assigned.

- **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 daily 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/mentor (SS):** The SS is the practicing Diagnostician/LSSP and mentor to whom you have been assigned. Your SS works with you to structure internship experiences within the school context that enable you to meet the requirements outlined in this syllabus.
- **University Field supervisor (FS):** The FS is the university field supervisor who observes you at the site of your Internship and provides informal and ongoing candidate support. The FS has a valid certification as an Educational Diagnostician or is a current Licensed Specialist in School Psychology and has completed TEA-approved field supervisor training. The FS is responsible for contacting the candidate within the first 3 weeks of the assignment. The FS's observations will take different forms (e.g. in person, virtual), depending on your circumstances. You should be prepared to discuss your experiences with your FS.

SITE SUPERVISOR QUALIFICATIONS & RESPONSIBILITIES

The practicum is not merely "on-the-job training." It is an organized program of training, designed to provide you with a sequence of experiences that will enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills. As a concurrent clinical experience in 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 160 clock hours of educational diagnostician experience supervised by a certified Educational Diagnostician or Licensed Specialist in School Psychology (LSSP).

- Certified Educational Diagnosticians must have had been certified and practicing as Educational Diagnosticians for at least 3 years (i.e. have 3 years of experience). Supervising LSSPs must have at least 3 years licensed and must have competency and experience in the roles and responsibilities of Educational Diagnosticians. Site supervisors are required to provide their TEA ID or LSSP license number and a resume or curriculum vitae.
- Site supervisors must complete UH site supervisor training and agree to abide by the Texas Educators' Code of Ethics.
- Reports by the candidate must be co-signed by the appropriately credentialed site supervisor.
- The supervisor must provide at least one hour of face-to-face supervision for every 40 hours of practicum.
- Each site supervisor is required to provide regular feedback to the candidate as well as a formal evaluation (once during SPEC 7394 and once during SPEC 7395).
- Site supervisors are required to approve the time log documenting at least 160 hours for any candidate who successfully completes the practicum program.

SITE SELECTION

Students must complete their placement in a TEA accredited school district/public charter, or a private school accredited by the Texas Private School Accreditation Commission (TEPSAC). In preparation for the placement, it is recommended that the candidate identify a possible site. The candidate is welcome to make preliminary contact with internship sites; however, the faculty supervisor is ultimately responsible for approving the site. In selecting field experience sites, the faculty supervisor, in cooperation with the prospective candidate, places considerable importance on the availability and cooperation of a certified educational diagnostician qualified to assume the role of the cooperating educational diagnostician or LSSP, as well as the quality of the experiences offered. Students are encouraged to reach out to the special education leadership in the district in which they are employed. Students not currently employed in a school district, charter school, or accredited private school are encouraged to begin the process of securing a site early in the program. *Securing an internship is the responsibility of the candidate.* In order to be an approved site, the site must agree to the following:

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

APPROVAL OF THE SCHOOL DISTRICT

The candidate must have written approval from the site supervisor. The candidate should contact the director of special education or designee and request information on the steps necessary to get district approval to complete a clinical practicum/internship in the district. The appropriate administrator is often a director, coordinator, or supervisor in the central special education department office. Some school districts require the building principal to approve the placement. The appropriate administrator must approve the placement unless only the site supervisor is required by district policy.

FIELD SUPERVISOR QUALIFICATIONS & RESPONSIBILITIES

The Field Supervisor (FS) will provide the candidate with informal and structured ongoing guidance and support. All UH FS meet the following qualifications:

- Have completed TEA-approved observation training.
- Hold current/valid certification as an Educational Diagnostician or current/valid licensure as a Specialist in School Psychology (LSSP)*
- Have at least three (3) years of experience functioning as a Diagnostician or LSSP**

*LSSPs have a master’s degree (or higher) in a related field to Educational Diagnostician training. IN addition, the must also comply with the same number, content, and type of continuing professional education as those required for Educational Diagnosticians (i.e. 200 clock hours of CPE every 5 years).

**LSSPs must have engaged in at least years of practice that included roles and responsibilities typically associated with the practice of being an Educational Diagnostician, such as conducting psycho-educational evaluations.

Initial contact with the candidate (which may be made by telephone, email, or other electronic communication) will occur within the first three weeks of the placement.

Three observations/conferences (45 minutes each) will be held during the internship. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate’s site supervisor.

Observations must occur during each third of the assignment. All assignments are 160 hours; however, the number of weeks vary significantly. For example, some candidates complete their assignments in a full-time placement for 40 hours per week for weeks. On the other hand, some candidates complete their assignments over 2-3 semesters. Therefore, “each third” of the assignment is defined as the number of hours accumulated rather than a specific timespan (see chart below):

1 st Observation SPEC 7394	2 nd Observation SPEC 7395	3 rd Observation SPEC 7395
0 hours – 53.33 hours	53.33 hours -106.67 hours	106.67 hours – 160 hours

CANDIDATE RESPONSIBILITIES

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

1. Submit Placement and Site Supervisor Information approve and receive approval for the placement;
2. Maintain a log of field experiences (see Time Log; TK20);
3. Schedule three observations with the field supervisor;
4. Complete at least two Full and Individual Evaluation (FIE) reports (submit redacted reports in portfolio; a dyslexia evaluation will suffice in place of one of the FIE reports);
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;
10. Be familiar with the Educational Diagnostician Educator Standards;
11. Attend Admission, Review, Dismissal (ARD) Committee meetings;
12. Facilitate at least one (1) ARD Committee meeting (submit a copy of the signature page with all other names and signatures redacted) if possible;
13. Review results of an evaluation with the parents of the student evaluated, if possible;
14. Complete required instruction/training in (a) detection and education of students with dyslexia, (b) mental health, substance abuse, and youth suicide, and (c) digital learning;
15. Maintain a portfolio and submit the portfolio at the end of the clinical experience; and
16. Earn a passing score on the TExES 253.

SUGGESTED INTERNSHIP ACTIVITIES

Ideally, the candidate shall spend 25% - 50% of her/his time in direct (face-to-face) services with students.

The following represents a small sample of potential activities:

- 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.
- 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.
- Conduct an audit of the IEP development process.
- Draft ARD meeting reports for the review of IEP.
- Review the CHC cognitive processing areas to assist with determining the best practices for student learning; then lead a faculty discussion of the application of the theory to improve student learning.
- Communicate with related services personnel (counselor, physical therapy, occupational therapy, special transportation, school nurse).
- 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.

- Prepare ARD notices for parents, school staff and related services personnel.

REFLECTIVE JOURNAL

Candidates will keep a reflective journal each semester of practicum, recording 1 entry for approximately every 20 hours of practicum (minimum of 8 entries over the course of the entire practicum). A sample format is included in Appendix C, but other formats are acceptable. For each entry, describe what and when the activity occurred, summarize the activity or activities, and write about your experience. You are asked to identify critical learning events that have happened during your internship in terms of your professional development. Analyze the learning events by discussing the personal impact, what you learned, and how the experience has formulated your plans for being an effective Diagnostician.

EVALUATION OF THE CANDIDATE

The purpose of the practicum 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 practicum experience the field supervisor is available to both the candidate and the site supervisor.

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 evaluating and monitoring program results. At the close of the clinical experience, a formal evaluation will be conducted with input from the candidate, field supervisor, and the site supervisor.

FINAL GRADE DETERMINATION

The final grade for the internship experience will be pass (“satisfactory”)/fail (“unsatisfactory”) and will be determined between the Program Director, field supervisor, and site supervisor, with the Program Director having the final decision and the responsibility for reporting the final grade. Candidates must submit the following to receive a grade:

- Placement and Site Supervisor Information form (SPEC 7394)
- Approved time log (SPEC 7394 and SPEC 7395)
- Reflective journal (SPEC 7394 and SPEC 7395)
- Observation information (SPEC 7394 and SPEC 7395)
- Supervisor evaluation of the candidate (SPEC 7394 and SPEC 7395)
- Final Portfolio (SPEC 7395)
- Passing TExES scores (SPEC 7395)
- Grades in all courses on certification plan (i.e. no “I” for incomplete; SPEC 7395)
- Complete designated trainings that comply with 19 TAC §228.30(c)(3) and TEC §21.044(b) (SPEC 7394)

PORTFOLIO

CANDIDATE PORTFOLIO

The portfolio is an opportunity to demonstrate that your knowledge and skills meet the standards outlined in the Texas Administrative Code §239.83 (Standards Required for the Educational Diagnostician Certificate). The portfolio will be a collection of materials demonstrating knowledge and/or skills for each of the ten (10) standards that are not collected as part of other requirements. The portfolio should have a cover sheet (including a title, your name, University of Houston, and the date submitted), two redacted FIE reports, and a redacted ARD meeting signature page. Create a single pdf of all documents. Consult with your Faculty Supervisor for details on creating and submitting the portfolio. You will be provided with a sample portfolio at the beginning of your practicum.

PORTFOLIO COMPONENTS

You will include several documents in your portfolio. Relevant forms and samples are included in Appendix C.

1. Cover Sheet (title, name, university, date submitted)
2. Full and Individual Evaluation reports (2; redacted)
3. Evidence of ARD Committee meeting attendance and facilitation (signature page; redact other signatures; may be the same as #7)

PROCEDURES

The portfolio must be submitted prior to receiving a completion grade for your final practicum course. The portfolio should be submitted to the Program Director in a single .pdf (submission instructions will be provided). It is recommended that you submit the portfolio December 10 for fall completers, May 10 for spring completers, and August 1 for summer completers. Specific deadlines are posted in the course syllabus. Please see the UH Academic Calendar for the date when each semester officially closes for the final submission deadline.

STUDENT SUPPORT SERVICES

The ELPS/Special Populations Educational Diagnostician program is situated within a university that offers students an array of support services sponsored by a variety of campus offices and facilities. This section describes some of these services and resources.

ACADEMIC CALENDAR

<http://www.uh.edu/graduate-catalog>

COSTS, FELLOWSHIPS, ASSISTANTSHIPS, FINANCIAL AID, PAYMENT DUE DATES, AND REFUNDS

Information about these programs are available through the University of Houston Office of Student

Business Services at <http://www.uh.edu/about/offices/enrollment-services/student-business-services/>.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

More information about University of Houston services are available at <http://www.uh.edu/caps/>.

PROBLEM-SOLVING RESOURCES/STUDENT ADVOCACY

Resources are available to assist students to resolve problems or refers them to the office or person who can help resolve a particular problem. More information regarding these services can be found at Dean of Students office web page <http://www.uh.edu/dos/>. The Legal Clinic at the Law Center provides advice and counsel to students for problems of a legal nature. Students will be advised of steps that can be taken without a lawyer. When an attorney is required, referrals to agencies and other legal services are provided. More information regarding this service is located at <http://www.law.uh.edu/clinic/>. Contact the Legal Clinic at 713-743-2094 for assistance.

STUDENT LIFE RESOURCES/WELLNESS

A great education extends beyond the classroom. At University of Houston, we support your success with wellness programs, counseling services, a professional police service and much more. University of Houston also offers specialized programs for international students and students with disabilities. More information is available at <http://www.uh.edu/student-life/resources/>.

TECHNOLOGY

Center for Information Technology (CITE) at the COE: this department offers multi-faceted technology services to the entire College of Education and information is available at <http://www.uh.edu/education/student-services/technology-services/>.

University Information Technology (UIT): UIT services cover issues pertaining to email accounts and other general technology. Additional information is available at <http://uh.edu/infotech/>.

UH GENERAL OVERVIEW OF RESOURCES AND QUICK LINKS:

Please visit <http://www.uh.edu/students/index.php> for details regarding multiple resources available to students at University of Houston.

OBTAINING TEXAS RESIDENCY FOR TUITION PURPOSES

If you are not a Texas resident, University of Houston tuition is very costly relative to the resident rate. Therefore, nonresident students are urged to take steps during their first year to obtain residency. For more information, consult the *Graduate Catalog*.

OFFICE 365

Microsoft Office 365 is the University of Houston's official cloud storage, communication, collaboration, and productivity platform for faculty, staff, and students. General information can be found at this [link](#). CITE has created an Office 365 tutorial that can be found at this [link](#).

APPENDIX A: NCED CODE OF ETHICS

www.ncedonline.org/pdfs/ncedethics.pdf

Nationally Certified Educational Diagnostician (NCED) Program

CODE OF ETHICS

For purposes 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 clients 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 e-mail 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 the 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. An 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.

**APPENDIX B: §239.83. STANDARDS REQUIRED FOR THE
EDUCATIONAL DIAGNOSTICIAN CERTIFICATE**

<http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/ch239c.html>

Chapter 239. Student Services Certificates

Subchapter C. Educational Diagnostician Certificate

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1)-(4), unless otherwise noted.

§239.80. General Provisions.

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

Source: The provisions of this §239.80 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective July 13, 2004, 29 TexReg 6645; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

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

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

Source: The provisions of this §239.81 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.82. Preparation Program Requirements.

(a) Structured, field-based training must be focused on actual experiences with each of the standards identified in §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate) to include experiences with diverse types of students, grade levels, and campuses.

(b) An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related professional educational diagnostician training and/or experience directly related to the standards identified in §239.83 of this title for part of the preparation coursework or other program requirements.

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

§239.83. Standards Required for the Educational Diagnostician Certificate.

(a) Educational Diagnostician Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the standard Educational Diagnostician Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.85 of this title (relating to Requirements to Renew the Standard Educational Diagnostician Certificate).

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

(1) The educational diagnostician knows and understands:

(A) state and federal regulations relevant to the role of the educational diagnostician;

(B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;

(C) models, theories, and philosophies that provide the basis for special education evaluations;

(D) issues, assurances, and due process rights related to evaluation, eligibility, and placement in the least restrictive environment within a continuum of services; and

(E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

(2) The educational diagnostician is able to:

(A) articulate the purpose of evaluation procedures and their relationship to educational programming; and

(B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.

(c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional

practices, roles, and responsibilities.

(1) The educational diagnostician knows and understands:

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

(2) The educational diagnostician is able to:

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

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

(1) The educational diagnostician knows and understands:

- (A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;
- (B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;
- (C) strategies for developing educational programs for individuals through collaboration with team members;
- (D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and

(E) family systems and the role of families in supporting student development and educational progress.

(2) The educational diagnostician is able to:

(A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;

(B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;

(C) foster respectful and beneficial relationships between families and education professionals;

(D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;

(E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;

(F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;

(G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;

(H) use appropriate communication skills to report and interpret assessment and evaluation results;

(I) provide assistance to others who collect informal and observational data;

(J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and

(K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).

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

(1) The educational diagnostician knows and understands:

(A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement in the least restrictive environment within a continuum of services;

(B) the relationship between evaluation and placement decisions; and

(C) the role of team members, including the student when appropriate, in planning an individualized program.

(2) The educational diagnostician is able to:

(A) use assessment and evaluation information to plan individualized programs, establish

measurable annual goals and objectives, and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;

(B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and

(C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

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

(1) The educational diagnostician knows and understands:

(A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;

(B) educational implications of various disabilities; and

(C) the variation in ability exhibited by individuals with particular types of disabilities.

(2) The educational diagnostician is able to:

(A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities and the assistive technology needs of those students;

(B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and

(C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.

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

(1) The educational diagnostician knows and understands:

(A) basic terminology used in assessment and evaluation;

(B) standards for test reliability;

(C) standards for test validity;

(D) procedures used in standardizing assessment instruments;

(E) possible sources of test error;

(F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);

(G) uses and limitations of each type of assessment instrument;

- (H) uses and limitations of various types of assessment data;
- (I) procedures for screening, prereferral, including RTI (e.g., response to intervention/multi-tiered support), referral, and eligibility;
- (J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
- (K) the necessity of monitoring the progress of individuals with disabilities;
- (L) methods of academic and nonacademic (e.g., vocational, transition, developmental, assistive technology) assessment and evaluation; and
- (M) methods of motor skills assessment.

(2) The educational diagnostician is able to:

- (A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
- (B) select and use assessment and evaluation materials based on technical quality and individual student needs;
- (C) score assessment and evaluation instruments accurately;
- (D) create and maintain assessment reports;
- (E) select or modify assessment procedures to ensure nonbiased results;
- (F) use a variety of observation techniques;
- (G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
- (H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
- (I) determine a student's needs in various curricular areas and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
- (J) make recommendations based on assessment and evaluation results;
- (K) prepare assessment reports; and
- (L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.

(h) 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.

(1) The educational diagnostician knows and understands:

- (A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
- (B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;
- (C) issues related to the representation in special education of populations that are culturally and linguistically diverse;
- (D) ways in which native language and diversity may affect evaluation; and
- (E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

(2) The educational diagnostician is able to:

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

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

(1) The educational diagnostician knows and understands:

- (A) time-management strategies and systems appropriate for various educational situations and environments;
- (B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and
- (C) methods for organizing, maintaining, accessing, and storing records and information.

(2) The educational diagnostician is able to:

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

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

(1) The educational diagnostician knows and understands:

- (A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans that incorporate positive behavioral supports and interventions;
- (B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;

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

(2) The educational diagnostician is able to:

- (A) conduct functional behavioral assessments;
- (B) assist in the development of behavioral intervention plans; and
- (C) participate in manifestation determination review.

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

(1) The educational diagnostician knows and understands:

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

(2) The educational diagnostician is able to:

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

Source: The provisions of this §239.83 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

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

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

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

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

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

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

Source: The provisions of this §239.85 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

§239.86. Implementation Date.

The provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Educational Diagnostician Certificate on or after September 1, 2018.

Source: The provisions of this §239.86 adopted to be effective December 21, 2017, 42 TexReg 7144.

For more information, email sbecrules@tea.texas.gov.

APPENDIX C TEXAS EDUCATORS' CODE OF ETHICS

19 Tex. Admin. Code § 247.2

Section 247.2 - Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or

citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- the nature, purpose, timing, and amount of the communication;
- the subject matter of the communication;
- whether the communication was made openly, or the educator attempted to conceal the communication;
- whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- whether the communication was sexually explicit; and
- whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

APPENDIX D ADMINISTRATIVE FORMS



Exit Policy

19 TAC §228.20(h) requires all Educator Preparation Programs to have an exit policy for the dismissal of candidates published, reviewed, and signed by candidates when they are admitted to the program.

Dismissal from the Educator Preparation Program

A candidate may be removed from the Educator Preparation Program in the event he/she demonstrates behavior not consistent with the professional and ethical expectations of an educator in Texas. 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 University of Houston Educator Preparation Program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to contact your field supervisor for your formal observations.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators.
5. Any action deemed a violation of the University of Houston Student Code of Conduct.
6. Any action deemed a violation of school district and/or campus policy during field-based experiences or clinical teaching or internship.

Dismissal from the program is determined by a committee comprised of the program faculty and program lead. This may occur at any time. If a candidate is dismissed from the College of Education, he or she will also be automatically dismissed from the Educator Preparation Program. All decisions of dismissal can be appealed through college policies.

Withdrawal from the Educator Preparation Program

A candidate who decides to voluntarily withdraw from the Educator Preparation Program needs to send a written notice of that intent from a University of Houston email account including their PeopleSoft ID. The candidate also needs to submit a signed Withdrawal Form. Withdrawal from the College of Education translates to withdrawal from the Educator Preparation Program.

Re-entry into the program will be considered on an individual basis. Program requirements change over time because of revisions in licensing rules or educator standards; therefore, re-admittance could mean that there are new criteria that the re-admitted candidate would have to meet.

I have read, understand, and agree to meet the responsibilities outlined within this policy.

Signature

PeopleSoft ID

Date



WITHDRAWAL FORM

Name: _____ ID Number: _____
(Please Print) **(PeopleSoft)**

Telephone Number: _____ Email Address: _____

I, _____ request to withdraw from the program at this time.

- 1. I understand that I **have not** completed an educator preparation program, and UH will not recommend me for certification.
- 2. I understand that **I will not** be allowed to register for certification exams, and all previous approvals will be **removed** from my TEA account.
- 3. I understand that if I regain admission to the UH Educator Preparation Program at a later date, I will be subject to any new regulations and requirements (which could include additional coursework) in effect at that time.

By signing this document, I acknowledge that I have read and understood all requirements to withdraw from the Educator Preparation Program.

_____	_____
Student Signature	Date
_____	_____
Academic Advisor Signature	Date
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Comments: _____	
_____	_____
Director of Educator Preparation Program Signature	Date
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Comments: _____	
_____	_____
Certification Officer Signature	Date
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Comments: _____	

Placement and Site Supervisor Information 2021-2022

* Required

1. Candidate/Practicum Student Name *

2. Site Supervisor Name *

3. Site Supervisor TEA ID or LSSP Number *

4. Site Supervisor Email *

5. Placement District *

6. Campus or Office (e.g. special education) *

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APPENDIX E TEXES 253 FRAMEWORK

Texas Educator Certification Examination Program

Field 253: Educational Diagnostician

Examination Framework

January 2020

Domain	Range of Competencies
I. Identification and Assessment	001–003
II. Curriculum, Instruction, and Intervention	004–005
III. Professional Responsibilities	006–007
IV. Analysis and Response	008

**253: EDUCATIONAL DIAGNOSTICIAN
EXAMINATION FRAMEWORK**

DOMAIN I—IDENTIFICATION AND ASSESSMENT

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

For example:

- A. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
- B. Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.
- C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.
- D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.
- E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.
- F. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

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

For example:

- A. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).
- B. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.
- C. Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students with disabilities and determine the presence of an educational need.
- D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.
- E. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, student feedback).
- F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).

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**253: EDUCATIONAL DIAGNOSTICIAN
EXAMINATION FRAMEWORK**

- G. Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.
- H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.
- I. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

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

For example:

- A. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
- B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).
- C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.
- D. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.
- E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
- F. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, social skills, physical skills, emotional skills, assistive technology needs).
- G. Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines.

DOMAIN II—CURRICULUM, INSTRUCTION, AND INTERVENTION

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

For example:

- A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
- B. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).
- C. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.

**253: EDUCATIONAL DIAGNOSTICIAN
EXAMINATION FRAMEWORK**

- D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.
- E. Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, nonbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.
- F. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

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

For example:

- A. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments.
- B. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.
- C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.
- D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.
- E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.
- F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.
- G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

**253: EDUCATIONAL DIAGNOSTICIAN
EXAMINATION FRAMEWORK**

DOMAIN III—PROFESSIONAL RESPONSIBILITIES

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

For example:

- A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).
- B. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.
- C. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
- D. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.
- E. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).
- F. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

253: EDUCATIONAL DIAGNOSTICIAN EXAMINATION FRAMEWORK

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

For example:

- A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.
- B. Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and compliance with local, state, and federal monitoring and evaluation requirements.
- C. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
- D. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.
- E. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.
- F. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).
- G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.
- H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

DOMAIN IV—ANALYSIS AND RESPONSE

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

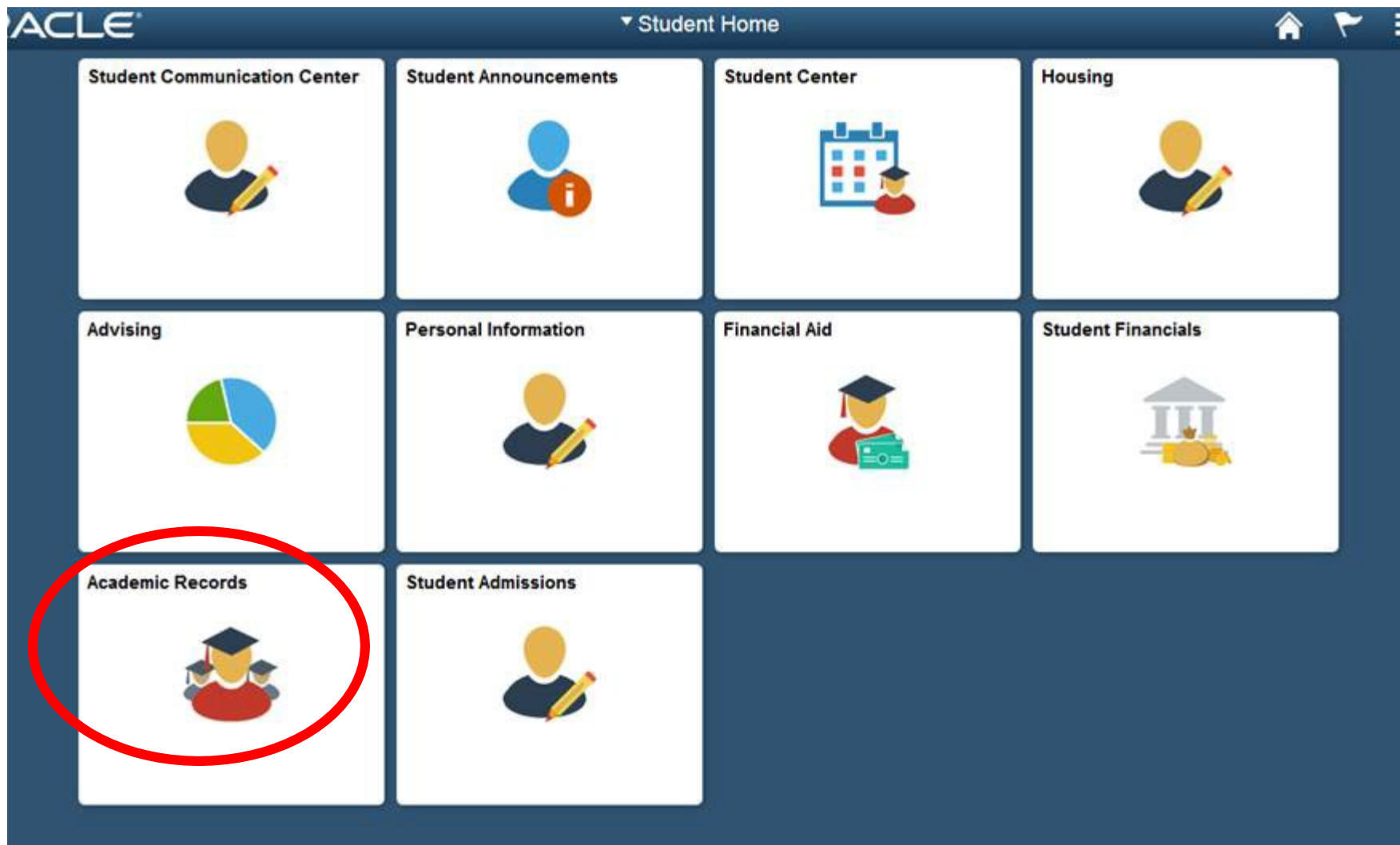
For example:

- A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.
- B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.
- C. Describe how a teacher would implement and monitor the progress of the recommendation.

APPENDIX F HOW-TO: COURSE ENROLLMENT

How-To: Course Enrollment

1. Log in to your MyUH student portal
2. Once you log in, select “Academic Records” .



On the left hand side of the page, select “Class Search/Browse Catalog”:

- [View My Grades](#)
- [View Unofficial Transcript](#)
- [Request Enrollment Verification](#)
- [Enrollment Dates](#)
- [My Class Schedule](#)
- [Enrollment: Add Classes](#)
- [Enrollment: Drop Classes](#)
- [View My Weekly Schedule](#)
- [Class Search/Browse Catalog](#)
- [Request Term Withdrawal](#)
- [View Transfer Credit Report](#)
- [UH_Official_Transcript](#)

Select the following:

- Term: Current Semester
- Subject
- Course Career:
 - Graduate

Click “Search” to retrieve your results

Favorites ▾
Main Menu ▾
> Class Search

ORACLE®

Search for Classes

Enter Search Criteria

Search for Classes

Institution

Term

Select at least 2 search criteria. Specifying as many values as possible will return quicker results.

▼ **Class Search**

Subject

Course Number

Course Career

Show Open Classes Only

▼ **Additional Search Criteria**

Meeting Start Time

Meeting End Time

Days of Week

Mon
 Tues
 Wed
 Thurs
 Fri
 Sat
 Sun

Instructor Last Name

Class Nbr ?

Course Keyword ?

Minimum Units

Maximum Units

Course Component

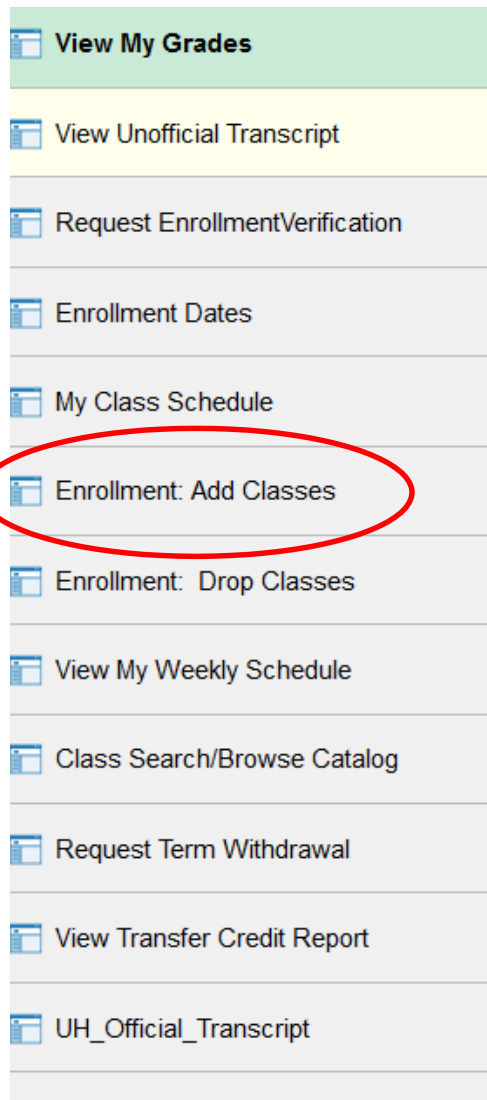
Session

Mode of Instruction

Campus

Location ?

Clear
Search



Another way to Add a course is by selecting:
“Enrollment: Add Class”.

You would use this option if you
were given a “class number” to use
for enrollment

Select your desired Term.

- ***Note:** Add – You are adding a course to your course schedule.
- Drop – You are dropping a course from your schedule.
- Swap – You are doing an add and a drop to your schedule.

[Search](#) | [Plan](#) | **Enroll** | [My Academics](#)

[My Class Schedule](#) | **Add** | [Drop](#) | [Swap](#) | [Term Information](#)

Add Classes 1 2 3

Select Term

Select a term then select Continue.

	Term	Career	Institution
<input type="radio"/>	Summer 2017	Graduate	University of Houston
<input type="radio"/>	Fall 2017	Graduate	University of Houston

[Continue](#)

my class schedule class search add drop

Add Classes

1 [] [] []

1. Select classes to add

Put classes in your Shopping Cart and when you are satisfied with your class selections, proceed to step 2 of 3.

Fall 2009 | Undergraduate | UH

change term

Add a class using one of the following:

Search for Class search

----- OR -----

Enter Class Nbr enter

Where it says "Enter Class Nbr", type the 5-digit section number, given to you by the Advisor, Faculty, or Staff.

Fall 2009 Enrollment Shopping Cart
Your enrollment shopping cart is empty.

1. Select classes to add - Related Class Sections

Fall 2009 | Undergraduate | UH



Lecture selected: Section 02
Tu 8:30AM - 9:30AM Location: TBA

Select the course

Select Laboratory section (Required):

	Class Nbr	Section	Schedule	Location	Instructor	Status
<input checked="" type="radio"/>	11108	04	Th 10:00AM - 11:30AM	A 160	J. Belinne	●

View All Sections First 1 of 1 Last

CANCEL NEXT

GENB 2301 - Connecting Bauer to Business

Class Preferences

Permission Nbr

Grading Letter Grade

Units 3.00

Session Regular Academic Session
Career Undergraduate

Enrollment Information

- Bus UGRD Maj/Min Bus-Rel Only
- Off Campus

Section	Component	Days & Times	Location	Instructor	Start/End Date
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

NOTES

Class Notes

Consult the catalog to find out the prerequisites for this course. Enrollment in this course is not valid unless you have met the published prerequisites. Students without the prerequisites will be dropped without a tuition refund if drop date after refund date.

Course or section requires additional fee.
 Students must have a 2.0 GPA and the necessary prerequisites



A verification page will appear to show what is being enrolled. Read Class Notes and consult Catalog for course prereqs. Click "next".


[REDACTED] has been added to your enrollment shopping cart. Add more classes or click Proceed to Step 2 to continue processing your enrollment.

Fall 2009 | Undergraduate | UH

[change term](#)

Fall 2009 Enrollment Shopping Cart							
Delete	Class	Description	Days/Times	Location	Instructor	Units	Status
		Connecting					●
		(Lecture)					
		Connecting					●
		(Laboratory)					

View All Classes in Cart First  1-2 of 2  Last

After the class has been added to the shopping cart, click “proceed to step 2 of 3”

[PROCEED TO STEP 2 OF 3](#)

Fall 2009 | Undergraduate | UH

Class	Description	Days/Times	Location	Instructor	Units	Status
[REDACTED]	Connecting [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	●
[REDACTED]	(Lecture)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Connecting [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	●
[REDACTED]	(Laboratory)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Then click "Finish Enrolling"

Finally, confirm the class has been added

Fall 2009 | Undergraduate | UH

✓ Success: enrolled ✗ Error: unable to add class		
Class	Message	Status
[REDACTED]	Success: This class has been added to your schedule.	✓

Please review your course schedule to confirm your selections.

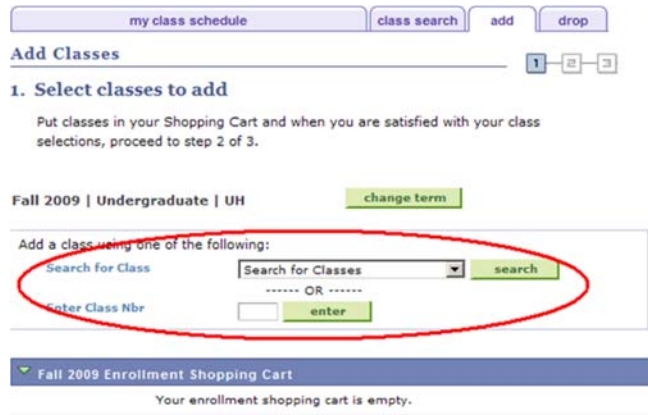
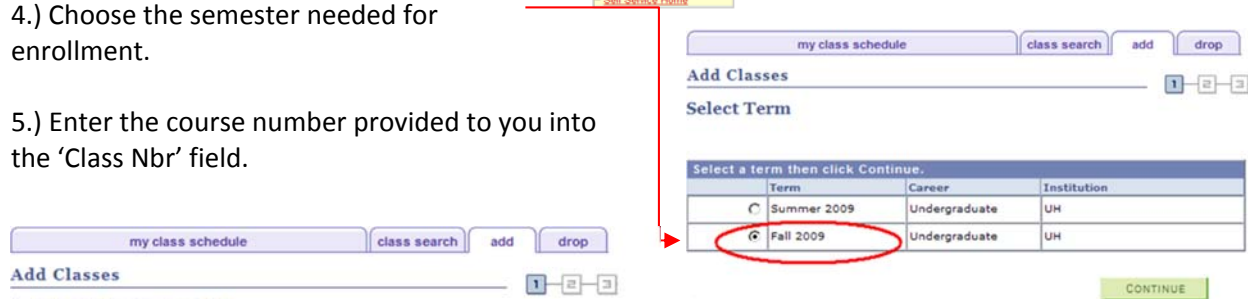
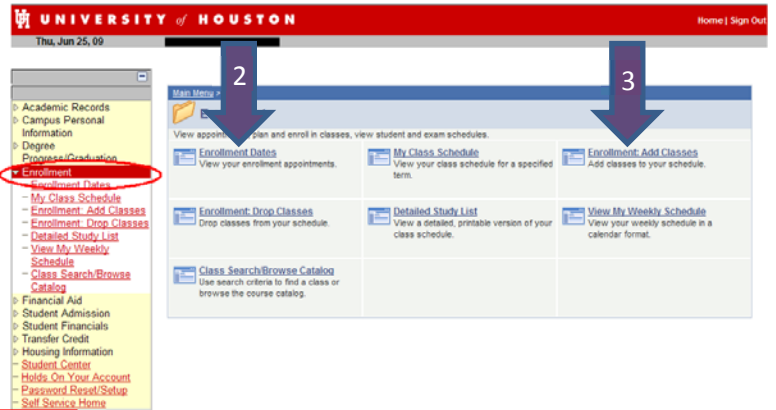
Thank you!

Have a great semester!

APPENDIX G HOW-TO: REGISTER FOR HIDDEN COURSES

Student Registration for Hidden Courses

- 1.) Select the Enrollment drop down menu.
- 2.) Check enrollment eligibility by clicking 'Enrollment Dates' to ensure you can add a course at this time.
- 3.) Add a course by clicking 'Enrollment: Add Classes'.
- 4.) Choose the semester needed for enrollment.
- 5.) Enter the course number provided to you into the 'Class Nbr' field.



- 6.) Select the course to be added.

1. Select classes to add - Related Class Sections

Fall 2009 | Undergraduate | UH

GENB 2301 - Connecting Bauer to Business

Lecture selected: Section 02
Tu 8:30AM - 9:30AM Location: TBA

Select Laboratory section (Required):

Class Nbr	Section	Schedule	Location	Instructor	Status
<input checked="" type="radio"/> 11108	04	Th 10:00AM - 11:30AM	A 160	J. Belinne	●

CANCEL

NEXT

7.) Click the 'Next' button on the verification of prerequisites page.

GENB 2301 - Connecting Bauer to Business

Class Preferences

GENB 2301-02 Lecture Open
 GENB 2301-04 Laboratory Open

Permission Nbr

Grading Letter Grade

Units 3.00

Session Regular Academic Session
 Career Undergraduate

Enrollment Information

- Bus UGRD Maj/Min Bus-Rel Only
- Off Campus

CANCEL NEXT

Section	Component	Days & Times	Location	Instructor	Start/End Date
02	Lecture	Tu 8:30AM - 9:30AM	TBA	Jamie Belinne	8/24/2009 - 12/18/2009
04	Laboratory	Th 10:00AM - 11:30AM	A 160	Jamie Belinne	8/24/2009 - 12/18/2009

NOTES

Class Notes

Consult the catalog to find out the prerequisites for this course. Enrollment in this course is not valid unless you have met the published prerequisites. Students without the prerequisites will be dropped without a tuition refund if drop date after refund date.

Course or section requires additional fee.
 Students must have a 2.0 GPA and the necessary prerequisites

8.) The course has now been added to your student shopping cart. Click the 'Proceed to Step 2 of 3' button.

✓ GENB 2301 has been added to your enrollment shopping cart. Add more classes or click Proceed to Step 2 to continue processing your enrollment.

Fall 2009 | Undergraduate | UH [change term](#)

Fall 2009 Enrollment Shopping Cart

Delete	Class	Description	Days/Times	Location	Instructor	Units	Status
<input type="checkbox"/>	GENB 2301-02 (11104)	Connecting Bauer to Business (Lecture)	Tu 8:30AM - 9:30AM	TBA	J. Belinne	3.00	<input checked="" type="radio"/>
<input type="checkbox"/>	GENB 2301-04 (11108)	Connecting Bauer to Business (Laboratory)	Th 10:00AM - 11:30AM	A 160	J. Belinne		<input checked="" type="radio"/>

View All Classes in Cart First 12 of 2 Last

PROCEED TO STEP 2 OF 3

9.) Click the 'Finish Enrolling' button.

Fall 2009 | Undergraduate | UH

Class	Description	Days/Times	Location	Instructor	Units	Status
GENB 2301-02 (11104)	Connecting Bauer to Business (Lecture)	Tu 8:30AM - 9:30AM	TBA	J. Belinne	3.00	<input checked="" type="radio"/>
GENB 2301-04 (11108)	Connecting Bauer to Business (Laboratory)	Th 10:00AM - 11:30AM	A 160	J. Belinne		<input checked="" type="radio"/>

CANCEL PREVIOUS FINISH ENROLLING

10.) Confirm the course has been added.

Fall 2009 | Undergraduate | UH

✓ Success: enrolled ✗ Error: unable to add class

Class	Message	Status
GENB 2301	Success: This class has been added to your schedule.	<input checked="" type="checkbox"/>

MAKE A PAYMENT MY CLASS SCHEDULE

APPENDIX H PROGRAM FLOWCHART

Educational Diagnostician Certification Program Flowchart

