



TEXAS WOMAN'S
UNIVERSITY

Texas Woman's University Educational Diagnostician Program Handbook

**Master's in Special Education - Educational Diagnostician Track
Post-Master's Educational Diagnostician Certification**

**Department of Teacher Education
Special Education Program
P.O. Box 425769 | Denton, TX 76204 | 940.898.2271**

Revised Fall 2025

Program Overview

College of Professional Education. The College of Professional Education (COPE) at Texas Woman's University (TWU) houses four departments: Teacher Education, Library and Information Sciences, Reading, and Family Sciences. COPE has multiple undergraduate and graduate programs that provide Texas and the nation with highly skilled professionals who are leaders in their fields. For more information about the College of Professional Education at TWU, visit the [COPE website](#).

Department of Teacher Education. The Department of Teacher Education at TWU consists of four separate programs: Special Education, Educational Leadership, Curriculum and Instruction, and English as a Second Language/Bilingual Education. Faculty members from all programs work collaboratively to best serve future educators and practicing educators working toward their undergraduate and graduate degrees. For more information about the Department of Teacher Education, visit [the department website](#).

Special Education Program. The Special Education Program at TWU offers undergraduate courses, a M.Ed. in Special Education, and a Ph.D. in Special Education. The Special Education Program also offers an Educational Diagnostician Program that can be completed as part of the M.Ed. or as a Post-Master's Certificate. Program graduates are employed in districts all over Texas and across the country. Program coordinators for this program are listed below; clicking on their names will provide you with their email address, should you wish to contact any of them directly. For more information about the Special Education Program and its faculty, visit [the program website](#).

[Catherine Howerter](#), Ph.D., Associate Professor of Special Education
Educational Diagnostician Program Coordinator

[Randa Keeley](#), Ph.D., Associate Professor of Special Education
Special Education Program Head

TWU Educational Diagnostician Program. The Educational Diagnostician Program at TWU provides a pathway for graduate students to pursue their Educational Diagnostician certification in accordance with the guidelines issued by the Texas Education Agency (TEA), the education certification authority in the state of Texas. Educational Diagnosticians are highly-trained specialists who assess students' academic, cognitive, social, emotional, and behavioral needs and work with teachers to recommend accommodations, modifications, and interventions based on assessment results. Diagnosticians work closely with parents of students being evaluated and special educators, school psychologists, and other specialized personnel (e.g., speech and language pathologists, occupational therapists) to ensure that all students, including those with disabilities, receive appropriate and effective services based on their individualized needs.

Goals of the TWU Educational Diagnostician Program:

1. The TWU Educational Diagnostician Program will prepare students to become:
 - a. Leaders in providing educational evaluations and special education services in their schools and districts.
 - b. Experts in assisting teachers and families with appropriate planning for students with exceptionalities based on data gathered from accurate, appropriate, and thorough assessments.

2. Additionally, the TWU Educational Diagnostician Program will prepare you to take the state 253 Educational Diagnostician Certification Exam to become certified as Educational Diagnosticians in the state of Texas.

Sample Program Sequence. Students enrolled in the educational diagnostician program must follow their program plan set forth by their advisor as certain courses are only offered in specific semesters. Course rotation (i.e., semesters and years when each course will be offered) for all departments can be found [here](#). Sample course sequences can be found below. Courses offered in a 7 week timeframe during the fall and spring semesters are indicated below with an * (see below).

***All courses are offered in an online/hybrid format except for EDSP 5863 which must be completed in a school setting.*

Sample MEd + Diagnostician Student starting in the Fall (four-semester plan):

	Fall	Spring	Summer
Year 1	EDSP 5843/5833 *EDSP 5123 *EDSP 5033	*EDSP 5003 (if needed) *EDSP 5133 *EDSP 5423 *EDSP 5043	EDSP 5833/5843 *EDSP 5013 *EDSP 5313 *EDSP 6003
Year 2	EDSP 5863		

Sample MEd + Diagnostician Student starting in the Spring (four-semester plan):

	Spring	Summer	Fall
Year 1	*EDSP 5003 (if needed) *EDSP 5133 *EDSP 5423 *EDSP 5043	EDSP 5833/5843 EDSP 5013 EDSP 5313 EDSP 6003	EDSP 5843/5833 *EDSP 5123 *EDSP 5033
Year 2	EDSP 5863		

***Students who wish to pursue the Post-Master's Educational Diagnostician Certification will create a degree plan with their academic advisor.*

****All candidates must pass their Texas Educational Diagnostician Certification Exam (253) prior to being approved for EDSP 5863.*

Applying to the TWU Educational Diagnostician Program

Pre-admission Standards.

Prior to completing an application and being admitted to TWU, please read through the pre-admission standards below.

- Applicants must have a minimum of three years teaching experience in a TEA accredited school setting.
- Applicants must have a minimum 3.0 GPA on their last 60 hours of university coursework, chronologically.
 - *Previous or current issues of academic dishonesty, disruptive behavior, or professional dispositions infractions at TWU, another university, or another Educator Preparation Program may result in denial of admission.*

- *Conviction of a felony or misdemeanor other than a minor traffic violation may affect certification. Click [here](#) for information regarding a TEA Preliminary Criminal History Check.*
 - *Any decisions may be appealed by contacting the Director of Educator Preparation Services at 940-898-2829. Additional information may be obtained by contacting the Texas Education Agency at www.tea.texas.gov.*

Admission Process and Timeline.

Application Deadlines:

- Fall Semester: August 1
- Spring Semester: December 1

Admission Requirements:

- Minimum 3.0 GPA in the last 60 hours of study.
- Minimum three years of teaching experience.
- Valid teaching certificate(s) from TEA.

Incoming transfer of graduate credit. There is no automatic transfer of graduate credits taken at other institutions of higher education, however, a student's advisory committee may recommend, and the Dean of the Graduate School may approve, specific courses for transfer credit. Programs will use the following scale in determining the maximum possible number of credits that may be transferred (a maximum of 6 semester hours).

For additional information about the program, please see the [Department of Teacher Education](#). For additional information about obtaining educator certification for candidates who already have a bachelor's degree, please contact TWU's [Office of Educator Preparation Services](#) and visit the [Master of Arts in Teaching](#) and [Post-Baccalaureate Initial Teaching Certification](#) websites.

How to Apply:

1. Apply online.

Apply to Graduate Programs according to the start semester and application portals below:

- Applicants must first [apply to be admitted to the TWU Graduate School](#).
 - Select either-
 1. M.Ed. in Special Education + Educational Diagnostician *or*
 2. Educational Diagnostician Post-Master's Certificate Only
 - a. *Select the post-master's option if you already have a masters degree and are seeking certification only.*
 - b. *Required documents will be asked for and uploaded directly into the application.*
 - i. A current resume.
 - ii. A letter of intent.
 - iii. Teaching service record.
 - iv. Valid teaching certificate(s) from TEA.

2. Pay the application fee.

The \$50 fee, which applies to all new and returning applicants can be paid by:

- Credit card - Online through TargetX.
- Certified check or money order by mail or electronically - payable to TWU, sent by mail to:
TWU Admissions Processing, 301 Research Circle, Room 220; Denton, Texas 76204 (include your full name and ID number).
- Cash (no personal checks) - Pay at the [Bursar's Office](#). After paying, bring the receipt to Admissions Processing (2nd floor of GRB).
 - Fee Waivers - Graduate applicants who are certified McNair Scholars are eligible for a McNair Scholar application Fee waiver. Submit the request using the [Application Fee Waiver Submission Form](#).

3. Submit transcripts to TWU.

- Domestic Applicants must submit official transcripts for each college or university attended, both undergraduate and graduate. See the Information on Transcripts website for more details.
- International Applicants are now required to provide an evaluation prepared by a NACES or AICE member evaluation service. International transcripts should not be sent directly to TWU. See the International Admission website for more details.

4. Apply to the TWU EPP

- You will receive a request to apply to the TWU EPP from the Office of Education Preparation Services. The request will include a link and instructions on how to apply..

After all of the above steps have been completed, received/reviewed, you will be scheduled for a formal interview with a member of the TWU Special Education Faculty prior to your application being fully processed.

If you are accepted into the Educational Diagnostician program, you will receive an email from the Office of Education Preparation Services. ***You must reply and respond to this email to ensure your place in the program. Failure to do so may result in losing your space in the program.***

For more information on graduate admissions or to contact an admissions official, visit the [Graduate Admissions website](#).

TWU Educational Diagnostician Program Standards

The TWU Educational Diagnostician Program adheres to the Texas Education Agency (TEA) standards required for the Educational Diagnostician Certificate ([§239.83 of the Texas Administrative Code](#)). All coursework, practicum experiences, and professional preparation activities are designed to meet these standards and are also informed by the Council for Exceptional Children's [Advanced Preparation Standards for Special Education Diagnostician Specialists](#). The alignment of these standards with program course work are shown below in the table.

Coursework Alignment	Texas Education Agency Educational Diagnostician Standards	Related Alignment to Texas Essential Knowledge & Skills (TEKS)	Council for Exceptional Children Advanced Specialty Set- Educational Diagnostician- Standards (Aug. 2020)
EDSP 5043	I. The Educational Diagnostician understands and		SEDS.1.S2 Administer and score assessments and interpret results with fidelity

	applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.		SEDS.4.K1 Best practices in research-based assessment SEDS.4.S1 Evaluate assessment methods based upon recommended best practices SEDS.5.K1 Laws and policies related to assessing individuals with exceptional learning needs SEDS.5.K3 Implication of multiple factors that influence the assessment process SEDS.5.K5 Issues in general and special education that affect placement divisions for individuals with exceptional learning needs SEDS.6.S1 Maintain individual privacy and confidentiality SEDS.6.S3 Cite all sources of reported information
EDSP 5033 EDSP 5043 EDSP 5863	II. The Educational Diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.		SEDS.1.S2 Administer and score assessments and interpret results with fidelity SEDS.1.S7 Review progress monitoring data to evaluate and revise individual goals, accommodations, and/or modifications as needed SEDS.3.K1 Assessment procedures that address the variability of individuals within each category of disability SEDS.4.K1 Best practices in research-based assessment SEDS.4.S1 Evaluate assessment methods based upon recommended best practices SEDS.5.K3 Implication of multiple factors that influence the assessment process SEDS.5.K4 Models, theories, and philosophies that form the basis of assessment SEDS.5.K5 Issues in general and special education that affect placement divisions for individuals with exceptional learning needs SEDS.6.K2 Professional organizations and resources relevant to the field of educational diagnosticians SEDS.6.K3 Ethical considerations relative to assessment

			SEDS.6.S1 Maintain individual privacy and confidentiality SEDS.6.S2 Keep current through professional development activities SEDS.6.S3 Cite all sources of reported information SEDS.7.S1 Communicate with team members to determine assessment needs and to review assessment results SEDS.7.S2 Assist teachers with interpreting data, including large-scale and individual assessments
EDSP 5033 EDSP 5863	III. The Educational Diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.		SEDS.1.S4 Develop comprehensive assessment that outline strengths and areas of needed support for learners SEDS.1.S6 Recommend accommodations and modifications based on assessment results SEDS.1.S7 Review progress monitoring data to evaluate and revise individual goals, accommodations, and/or modifications as needed SEDS.3.S1 Synthesize information from multiple perspectives in developing a program assessment plan SEDS.7.S2 Assist teachers with interpreting data, including large-scale and individual assessments
EDSP 5033 EDSP 5833 EDSP 5843	IV. The Educational Diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	<i>English Language Arts and Reading-</i> §110.2-§110.7, §110.21-§110.24, §110.31-§110.48. <i>Mathematics-</i> §111.2-111.7, §111.26-§111.28, §111.39-§111.48 <i>Science-</i> §112.2-§112.16, §112.26-§112.28, §112.32-§112.51 <i>Social Studies-</i> §113.11-§113.16, §113.18-§113.20, §113.31-113.76	SEDS.1.K5 Uses and limitations of achievement assessment measures and results SEDS.1.K6 Uses and limitations of communication and language assessment measures and results SEDS.1.K8 Uses and limitations of communication and language assessment measures and results SEDS.1.S1 Select formal and informal assessment instruments that contribute to the development of a comprehensive learner profile SEDS.1.S4 Develop comprehensive assessment reports that outline strengths and areas of needed support for learners

			SEDS.3.K1 Assessment procedures that address the variability of individuals within each category of disability SEDS.3.S1 Synthesize information from multiple perspectives in developing a program assessment plan SEDS.6.K1 Qualifications to administer and interpret test results
EDSP 5033 EDSP 5833 EDSP 5843	V. The Educational Diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.		SEDS.1.K2 Procedures used in standardizing assessment instruments SEDS.1.K3 Standard error of measurement related to individual test measures SEDS.1.S1 Select formal and informal assessment instruments that contribute to the development of a comprehensive learner profile SEDS.1.S2 Administer and score assessments and interpret results with fidelity SEDS.1.S3 Analyze error patterns SEDS.1.S4 Develop comprehensive assessment reports that outline strengths and areas of needed support for learners SEDS.1.S5 Utilize assistive technology in the assessment process as needed SEDS.3.K1 Assessment procedures that address the variability of individuals within each category of disability SEDS.4.K1 Best practices in research-based assessment SEDS.4.S1 Evaluate assessment methods based upon recommended best practices SEDS.5.K2 Emerging issues and trends that influence assessment SEDS.6.K1 Qualifications to administer and interpret test results

EDSP 5033 EDSP 5833 EDSP 5843 EDSP 5863	VI. 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.	<i>Languages Other Than English- §114</i> <i>Spanish Language Arts and reading and English as a Second Language- §128</i>	SEDS.1.K5 Uses and limitations of achievement assessment measures and results SEDS.1.K6 Uses and limitations of cognitive assessment measures and results SEDS.1.K6 Uses and limitations of communication and language assessment measures and results SEDS.1.K7 Uses and limitations of communication and language assessment measures and results SEDS.1.K8 Uses and limitations of communication and language assessment measures and results SEDS.1.S4 Develop comprehensive assessment reports that outline strengths and areas of needed support for learners SEDS.1.S6 Recommend accommodations and modifications based on assessment results SEDS.3.K1 Assessment procedures that address the variability of individuals within each category of disability SEDS.3.K2 Over and underrepresentation of individuals with cultural and linguistic diversity referred for assessment SEDS.3.S2 Consider the learning characteristics of individuals with exceptionalities when recommending programs and services SEDS.4.K1 Best practices in research-based assessment SEDS.4.S1 Evaluate assessment methods based upon recommended best practices SEDS.4.K2 Resources and methods that address student learning, rates, and strategies SEDS.5.K2 Emerging issues and trends that influence assessment
EDSP 5863	VII. The Educational Diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.		SEDS.1.S7 Review progress monitoring data to evaluate and revise individual goals, accommodations, and/or modifications as needed SEDS.3.S1 Synthesize information from multiple perspectives in developing a program assessment plan SEDS.6.S4 Inform individuals of the purpose of evaluation and timelines for completion

			SEDS.6.S5 Provide assessment results in a clear, cohesive, and timely manner SEDS.7.S1 Communicate with team members to determine assessment needs and to review assessment results
EDSP 5033 EDSP 5833 EDSP 5843 EDSP 5863	VIII. The Educational Diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	<i>Technology Applications-</i> §126.5, §126.13	SEDS.1.K4 Use of formative, ongoing curricular and behavioral assessments SEDS.1.K9 Uses and limitations of social, emotional and behavior assessment measures and results SEDS.1.S3 Analyze error patterns SEDS.1.S4 Develop comprehensive assessment reports that outline strengths and areas of needed support for learners SEDS.1.S5 Utilize assistive technology in the assessment process as needed SEDS.1.S6 Recommend accommodations and modifications based on assessment results SEDS.1.S7 Review progress monitoring data to evaluate and revise individual goals, accommodations, and/or modifications as needed SEDS.4.K1 Best practices in research-based assessment SEDS.5.K2 Emerging issues and trends that influence assessment SEDS.6.K1 Qualifications to administer and interpret test results
EDSP 5033 EDSP 5833 EDSP 5843 EDSP 5863	IX. The Educational Diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.	<i>English Language Arts and Reading-</i> §110.2-§110.7, §110.21-§110.24, §110.31-§110.48. <i>Mathematics-</i> §111.2-111.7, §111.26-§111.28, §111.39-§111.48 <i>Science-</i> §112.2-§112.16, §112.26-§112.28, §112.32-§112.51 <i>Social Studies-</i> §113.11-§113.16, §113.18-§113.20, §113.31-113.76	SEDS.1.K5 Uses and limitations of achievement assessment measures and results SEDS.1.K6 Uses and limitations of communication and language assessment measures and results SEDS.1.K7 Uses and limitations of communication and language assessment measures and results SEDS.1.K8 Uses and limitations of communication and language assessment measures and results SEDS.1.S3 Analyze error patterns SEDS.1.S4 Develop comprehensive assessment reports that outline strengths and areas of needed support for learners

			SEDS.1.S6 Recommend accommodations and modifications based on assessment results SEDS.1.S7 Review progress monitoring data to evaluate and revise individual goals, accommodations, and/or modifications as needed SEDS.3.S2 Consider the learning characteristics of individuals with exceptionalities when recommending programs and services SEDS.4.K2 Resources and methods that address student learning, rates, and strategies
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The TWU Educational Diagnostician Program also follows technology standards of the International Society for Technology in Education (ISTE). The alignment of these standards with program course work are shown below in the table.

ISTE STANDARDS FOR EDUCATORS							
	1.Learner	2.Leader	3.Citizen	4.Collaborator	5.Designer	6.Facilitator	7.Analyst
EDSP 5033	X	X	X	X	X	X	X
EDSP 5043		X	X				
EDSP 5833		X		X			X
EDSP 5843		X		X		X	X
EDSP 5863		X		X		X	X
ISTE STANDARDS FOR EDUCATION LEADERS							
	1.Equity & Citizenship Advocate	2.Visionary Planner	3.Empowering Leader	4.Systems Designer	5.Connected Learner		
EDSP 5033		X					
EDSP 5043	X			X			

EDSP 5833			X		
EDSP 5843			X		
EDSP 5863	X				X

Program Completion Requirements

Coursework. The coursework requirements for the Educational Diagnostician Certification Program can be found [here](#). Students pursuing their [M.Ed. in Special Education + Educational Diagnostician Certification](#) will be required to take additional coursework, including a research course. *All students must take at least 18 credit hours at TWU to be able to take the Educational Diagnostician Certification exam.* These 18 hours must include the following courses:

- EDSP 5033- Using Assessment for Effective Interventions ^
- EDSP 5043 - Legal & Administrative Issues in Special Education
- EDSP 5833- Individual Diagnostic Assessment* ^
- EDSP 5843- Special Education Evaluation* ^
- EDSP 5863- Educational Diagnostician Practicum ^

**These courses denote advanced assessment courses; descriptions of these courses below*

^ Students are responsible for returning borrowed assessment kits/items in the condition that they were received; missing assessment items or lost assessment kits will be the student responsibility to replace; a hold will be put on the student account until items are replaced/replenished

Test Preparation. TWU provides test preparation to all educational diagnostician candidates through the [TWU Test Prep Center](#) and through the [TWU Library](#) (will need valid TWU credential to access this site) allowing candidates to study and take practice assessments to prepare for the TExES 253 educational diagnostician certification exam. Candidates are required to pass the TWU practice educational diagnostician exam (with a minimum of 80%) in addition to completing coursework with grades of B or higher, prior to receiving approval to take the TExES 253 educational diagnostician certification exam.

Pre-Practicum Requirements. Before a candidate can receive approval to enroll in the EDSP 5863 Educational Diagnostician Practicum, all students must have completed the following (see table below):

Educational Diagnostician (253)

Before educational diagnostician candidates may register for the *EDSP 5863-Educational Diagnostician Practicum*, candidates must meet **all** of the following requirements:

- Complete all courses with a minimum final course grade of B or higher.
- Score a minimum of 80% on the instructor-created course exam in EDSP 5833 or EDSP 5843 (*whichever course is taken second*).
- Score a minimum of 80% on the TWU Prep Center practice test.
- Pass the TExES Educational Diagnostician Certification State Exam (253)
 - Once the TWU Prep Center practice test is passed, the candidate will be given approval to register for the [TExES Educational Diagnostician 253 certification exam](#).
 - If the candidate does not earn an 80% or higher on the TWU practice exam, the candidate will be instructed to contact his/her advisor to schedule a meeting and create a success plan, which includes reviewing tested standards, competencies, and course materials.
 - Once the conditions of the success plan have been met, approval will be granted to retake the TExES Educational Diagnostician 253 exam.

[The TWU EPP limits practice testing attempts to three \(3\) times per exam. If a candidate has not passed an exam after three attempts, that candidate is no longer permitted to take that exam.](#)

In this case, students will change their degree plan to graduate with a Master's in Special Education (without Educational Diagnostician Certification).

*****Note: This change in degree plan may result in additional courses.***

The TExES Educational Diagnostician 253 exam scores are monitored by the TWU Office of Educator Preparation Services (OEPS). Any revisions to the above processes are made by Special Education faculty members in conjunction with TWU Educator Preparation Program personnel; revisions are made as needed to address evolving accountability measures.

Educational Diagnostician Practicum

Practicum. According to Texas Administrative Code [19 TAC §228.35(e)(8)], all candidates seeking professional certification (which includes Educational Diagnostician Certification) are required to have a practicum consisting of 160 clock hours provided by the Educator Preparation Program (i.e., TWU). The practicum is defined as “A supervised professional educator assignment at a public school accredited by the Texas Education Agency (TEA) or another school approved by the TEA for this purpose that is in a school setting in the particular field for which a professional certification is sought.” (TAC §228.2). Students enrolled in the Educational Diagnostician program at TWU will complete their 160-hour practicum in EDSP 5863 [19 TAC §228.35(e)(8)]. Specific requirements for the practicum are outlined in the next sections.

Candidates will complete an educational diagnostician practicum project, that aligns to the TEA [Educational Diagnostician Standards](#). Information about this project and its requirements will be provided in the EDSP 5863 syllabus

Site Supervisor (district educational diagnostician) Responsibilities. Upon admittance in the program, all students will be asked to identify a potential site supervisor from an [accredited school district](#) or [accredited private school](#) whose district has approved the practicum assignment and the site supervisor is willing to supervise the student's practicum hours. This can be the district where the student is currently employed, if the district and supervisor meet the criteria. A site supervisor, as defined by TAC [19 TAC §228.2(33) & §228.35(f)], must meet the following criteria:

- He or she has at least three years' experience as an Educational Diagnostician;
 - He or she holds a current, valid certification as an Educational Diagnostician;
 - He or she has completed training as defined by the educator preparation program (EPP);
 - He or she is an accomplished educator as shown by student learning;
 - He or she will guide, assist, and support the candidate during the practicum; and
 - He or she will report the candidate's progress to the candidate's field supervisor.
- ☐ Site supervisors must provide the following documents to the Educational Diagnostician Program Coordinator: (1) current teaching service record, (2) valid teaching certificate;
- ☐ All forms needed for supervision are completed via SL&L. Supervisors will be trained and instructed on how to use SL&L from the SL&L Administrator and the Educational Diagnostician Program Coordinator. See site supervisor agreement and other paperwork in the Appendices, however, will be signed and uploaded to the SL&L platform.

[Disclosure statement\(s\) for licensure and certification.](#) SL&L by Watermark is a repository for university data that are collected for various purposes; such as, demonstrating the quality of our academic programs, improving teaching and learning, and compiling data for national, state and local reporting. This course requires field-based practicum requirements to be uploaded and assessed by the instructor in the SL&L Assessment System. This usually requires a one-time purchase of SL&L. The SL&L website can be found at <https://twu.edu/epp/sll/>. Students will not be recommended for certification without completion of required training completion submissions in the SL&L system which include: Digital Literacy Post-Assessment, Dyslexia Training/Module, Suicide Prevention Training/Module, & Substance Abuse Training/Module.

University Field Supervisor (TWU). According to the [19 TAC §228.2(33)], "Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor." The field supervisor will be an employee of TWU who has certification and experience as an Educational Diagnostician; this field supervisor will also be the student's instructor for EDSP 5863. He or she will be required to complete a university supervisor training.

Responsibilities of the field supervisor are as follows:

- He or she will make contact with the student within the first week of the assignment.
- He or she will conduct at least three **informal observations** (minimum 15 minutes for each observation) of the candidate [TAC 228.101(b)(5)(A-E)]. The first informal observation must occur within the first six weeks of the clinical teaching or internship assignment and may be

conducted virtually, either synchronous or asynchronous; the remainder of informal observations will be spread across the semester in which the practicum occurs.

- o Informal observations are:
 - informed by written feedback provided during post-observation conferences;
 - include observation and feedback on targeted skills.
- He or she will conduct at least three **formal observations** (minimum 45 minutes for each observation) of the candidate [19 TAC §228.35(h)(1) & (2)]. The first must be done within the first third of the practicum, the second observation in the second third of the practicum, and the final observation in the last third of the semester [19 TAC §228.35(h)]
 - o Formal observations consist of:
 - Conferences with the candidate [19 TAC §228.35(h)];
 - Documentation of educational diagnostician practices observed;
 - Written feedback through SL&L
 - A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum.
 - Provide support to the student as appropriate [19 TAC §228.35(h)].

Please note:

** University field supervisors must provide the following documents to the Educational Diagnostician Program Coordinator and upload to SL&L: (1) a signed letter of recommendation from a PK-12 environment, on school letterhead, that documents evidence as an accomplished educator -or- a copy of recent teaching evaluations.*

Practicum Documents Uploaded into SL&L

Appendix	Form type/information:	When is this completed?	Who completes this?
A	Acknowledgment of Receipt of Handbook	At the beginning of EDSP 5863	Student, Site Supervisor, Field Supervisor, and practicum site administrator
B	Site Supervisor and Site Administrator Agreement	At the beginning of EDSP 5863 course	Site Supervisor and Site Administrator
C	Student Site Agreement	At the beginning of EDSP 5863 course	Site Supervisor and Student
D	FERPA Agreement	At the beginning of EDSP 5863 course	Student
E	Cumulative Practicum Log	Weekly during EDSP 5863 course, Signed and uploaded to SL&L at the end of the semester	Student, Site Supervisor, Field Supervisor

The following documents must be completed and submitted via SL&L within the first week of starting the practicum:

- Educational Diagnostician Candidate Handbook Acknowledgement Form
- Educational Diagnostician Practicum Agreement and Acknowledgement of Training

- Educational Diagnostician Practicum Student Site Agreement
- Educational Diagnostician Proof of Liability Insurance
- Educational Diagnostician Practicum FERPA Agreement to Release Educational Records and Information

Other documentation will be completed on an ongoing basis and submitted by the due date listed in the practicum syllabus

Note: These appendices will be available to students through SL&L during their practicum.

Appendix A: Educational Diagnostician Handbook Acknowledgement Form

Student's Name: _____

University Advisor: _____

University Field Supervisor: _____

1. Your signature below acknowledges that you have received a copy of the Texas Woman's University Educational Diagnostician Policy (handbook).
2. Your signature below indicates that you have read and fully understand the policy and processes herein and agree to abide by the policies and procedures defined or referenced in the handbook.

The practicum student has an obligation to inform his or her university supervisor if there are any questions or concerns regarding the content of the handbook.

This form must be signed by all parties and returned no later than 10 days after the beginning of the practicum semester.

Contact information if additional information is required:

Department of Teacher Education: 940-898-2271

Student Signature: _____

Date: _____

Site Supervisor Signature: _____

Date: _____

School administrator: _____

Date: _____

Note: These appendices will be available to students through SL&L during their practicum.

Appendix B: TWU Educational Diagnostician Practicum Site Supervisor and Site Administrator Agreement and Acknowledgement of Training

Please print

Practicum Candidate Name: _____

Site Supervisor Name: _____

Campus or Site Name: _____

As a site supervisor, I agree to supervise the above named Practicum Candidate during the time he/she is involved in meeting the Practicum requirements of the Educational Diagnostician Program at Texas Woman's University [19 TAC §228.2(18), 19 TAC §228.35(g) & §228.35(h) & §228.2(18)]. I further agree to provide this candidate with assistance and supervision to help fulfill the requirements of the Practicum. The Practicum requires a minimum of 160 hours with a wide range of field-based experiences [19 TAC §228.35(e)(8), 19 TAC §228.35(h)(1) & (2), 19 TAC §228.35(h), 19 TAC §228.35(h), & 19 TAC §228.35(h)]. As the Site Supervisor to the above named candidate:

- I acknowledge that I have reviewed the TWU Educational Diagnostician Program and Practicum Handbook, which also serves as the site supervisor training offered by Texas Woman's University.
- I understand that if I have questions or concerns during the course of my mentorship/supervision, for any reason, that I can contact Texas Woman's University Teacher Education Program at: 940-898-2271 or teachereducation@twu.edu.

As site administrator, I agree that the above named Practicum Candidate and Supervisor may participate in the Educational Diagnostician Practicum of Texas Woman's University on this campus. When permissible and possible, time within the school day for practical experience and work toward completion of the Practicum is very helpful. The TWU student and her site supervisor will plan appropriate activities within the parameters of each of their schedules. Additionally, I certify that the site supervisor [19 TAC §228.2(18), 19 TAC §228.35(g) & §228.35(h) & §228.2(18)]:

- has at least three years' experience as an Educational Diagnostician;
- holds a current, valid certification as an Educational Diagnostician;
- has completed training as defined by the educator preparation program (EPP);
- is an accomplished educator as shown by student learning as deemed by the site administrator;
- will guide, assist, and support the candidate during the practicum; and
- will report the candidate's progress to the candidate's field supervisor.

The practicum candidate will make a copy of this document for your records.

Site Administrator Signature

Date

Site Supervisor Signature

Date

Note: These appendices will be available to students through SL&L during their practicum.

Appendix C: TWU Educational Diagnostician Practicum Student Site Agreement

Name of Candidate:

TWU ID Number:

Name of Course, Section, Term: EDSP 5863, _____, _____

In order to become and remain a practicum student at Texas Woman's University (TWU), I hereby affirm that:

1. I have read and understand the policies published in the most recent TWU Graduate Catalog, the College of Professional Education's Teacher Education Handbook, the Student Code of conduct found in the most recent TWU Student Handbook and Planner, and the Code of Ethics and Standard Practices for Texas Educators adopted by the Texas Education Agency's (TEA) State Board for Educator Certification (SBEC) that was referenced earlier in this handbook.
2. I will abide by Texas Woman's University's Department of Teacher Education's Disposition Policy.
3. I will comply with the campus and district policies at my placement site.
4. I understand that this signed Student Site Agreement is required before I can begin my practicum activities.
5. I understand that should I violate stated procedures, I may be removed from my practicum assignment without the guarantee of an additional placement.
6. I understand that willful violations of policies stated in the TWU Code of conduct (Section 4) may result in disciplinary sanctions up to and including disciplinary probations, suspension and/or expulsion.
7. I understand that I may be held liable for my actions while at the school site or in settings pertaining to my practicum experience.
8. I understand that no worker injury program applies, including, but not limited to, Worker's Compensation. I understand that I must rely upon my own financial resources and health insurance for coverage of any medical expenses arising out of participation in the practicum activities.
9. I understand that I assume the risk of participating in practicum activities, I release from liability, waive, discharge and covenant not to sue Texas Woman's University, its regents, administrators, staff, or faculty, for any liability, claim, and/or cause of action arising out of or related to any loss, damage, or injury, including death, involving my practicum activities.
10. I understand that my signature below constitutes a professional agreement with a school system and Texas Woman's University to conduct practicum activities during the semester requested.

Practicum Student's Signature

Date

Site Supervisor's Signature

Date

Note: These appendices will be available to students through SL&L during their practicum.

Appendix D: TWU Educational Diagnostician Practicum FERPA Agreement to Release Educational Records and Information

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

Name of Candidate:

TWU ID Number:

Name of Course, Section, Term:

I give my voluntary consent to Texas Woman's University Teacher Education Department to disclose records relating to:

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

To the following person(s):

- Program faculty
- Discussions in triadic or group supervision
- School-based agency/administrators/site supervisors

These records are being released for the purpose of:

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

I understand and acknowledge that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g, 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my writing consent unless otherwise provided in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to Texas Woman's University) except to the extent that action has already been taken upon this release.

Practicum Student's Signature

Date

Note: These appendices will be available to students through SL&L during their practicum.

Appendix E: Texas Woman's University: Educational Diagnostician Program Cumulative Practicum Time Log

- Time logs documenting the TEA 160 required hours will be uploaded in SL&L [19 TAC §228.35(e)(8)]. You will need to submit these hours as well as a brief synopsis of what you did and a reflection to your site supervisor for approval. The time log must be signed by you, your University Field Supervisor, and Site Supervisor at the end of the semester.
- It is recommended that you make sure that your site supervisor receives the email to approve your hours; sometimes these emails go into the spam email folder or get blocked by the school district.

Note: These appendices will be available to students through SL&L during their practicum.

Steps to becoming certified as an educational diagnostician at Texas Woman's University:

