



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

LAMAR UNIVERSITY

**SITE SUPERVISOR
TRAINING MANUAL
Educational Diagnostician Program**

2020-2021

Note. This is a fluid document and is subject to changes during the school year.

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Dear Site Supervisor (Supervisor),

Thank you for your willingness to be a site supervisor for one of Lamar University School Educational Diagnostician field experience candidates. Site Supervisors (Mentors) are one of the most important people in the induction of new Educational Diagnosticians into the profession. The Site Supervisor's role is to provide support and guide candidates in their efforts to develop increased knowledge, skills, and personal qualities appropriate to the role of the Educational Diagnostician.

This training manual supplements the formal video training and provides general information for Site Supervisors of practicum of the field experiences. Please keep this manual in a place where you can easily assess it throughout the semester.

There are a number of professionals who work together to support the field experience candidate. Both the university professor and the field supervisor will work with the candidates and will provide support for you throughout the semester.

Sincerely,

The Lamar University Field Experience Team

About the Lamar University Educational Diagnostician Program

Located near Houston in Beaumont, TX, Lamar University is part of the Texas State University System. Lamar has been nationally recognized for the quality of its core curriculum and the diversity of its student body.

Our commitment to students involves providing them with broad practical skills (e.g., problem solving, critical thinking, teamwork, oral and written communication) to have an immediate impact in the workplace. Our decades-long reputation for work-readiness is consistently reinforced among the employers who hire Lamar University graduates.

Lamar University's Master's Degree in Education with a concentration in Educational Diagnostician and Certificate Programs are designed to prepare educators to provide the highest of standards for Educational Diagnostician services. This master's degree program is specifically designed for certified teachers who possess at least a bachelor's degree and are interested in becoming part of a school's professional support services team. This non-thesis program is designed to prepare educators to meet the requirements of Educational Diagnostician credentialing articulated by national and state standards and the Texas State Board for Educator Certification standards.

The mission of the Educational Diagnostician Program is to nurture the professional and personal development of candidates by empowering them with the knowledge, skills, and experiences to become culturally competent and effective Educational Diagnosticians. In fulfillment of the program mission, the faculty are dedicated to training leaders in the profession who are capable of thriving in an ever-changing society, with the ability to successfully create and manage the role of an Educational Diagnostician that addresses the diverse needs of all students.

The vision of the program is to continuously assess and align standards with professional organizations for the foundational elements of culturally relevant and comprehensive knowledge of assessment. Input for program policies is solicited from the Lamar University's Advisory Board, which consists of a mixture of community members, faculty members, current students, and practicing educational diagnosticians and administrators.

Three Pillars of the Lamar University Educational Diagnostician Program

Educational Diagnostician Candidates engage in three pillars for program goals College of Education and Human Development Strategic Planning, 2019): Interpersonal Relationships, Advocacy in the Community, and Career Applications.

Interpersonal Relationships

- Engaging with peers for future networks
- Creating strong relationships on your campus for student success
- Working as a member of a team for student success

Community and Student Advocacy

- Recognizing and linking to global community needs
- Addressing the gaps and disparities in education
- Providing consultation to teachers and parents to advocate for the child.

Career Applications

- Engaging in a holistic coordinated health and academic approach to serving students
- Using data and/or evidence-based practices/emerging trends Providing greater access for K-12 services

Glossary of Terms

Course Instructor: This is the instructor of record for the course.

Field Work/Experience and Site: This is also known as the site location, where the candidate will be gaining experience working with the total system- students, parents, teachers, administrators, community members, other professionals, and colleagues within the school district.

Field Supervision: A process for each candidate consistent of structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor [TAC §228.35 (f)]. This component of practicum and internship should be viewed as an approach to documenting observable skills, standards, and competencies, along with the opportunity to receive informal and formal feedback from your field supervisor and peers.

Field Supervisor: The field supervisor is employed by Lamar University and with the faculty supervisor and Site Supervisor oversees the field experience. The Field Supervisor also conducts three formal observations of your skills in the field.

Formal Observation: Educational Diagnostician candidates are expected to video-record three 45-minute videos of a selected activity. Guidelines for the video recordings and the deletion of these recordings are provided by the Field Supervisor.

Group Supervision: This meeting takes place virtually. Candidates are required to have a web camera and microphone for each group supervision meeting

Site Supervising/Supervision: A meeting with the campus Site Supervisor that occurs each week.

Site Supervisor (Site Mentor): A certified Educational Diagnostician with more than 3 years of school educational diagnostician experience who provides weekly supervision with on your campus. The Site Supervisor will also sign all documentation with respect to field hours and observation feedback.

Field Experience Course Hours Requirement

Candidates of the program are required to complete courses that include field experience hours. Aligned with accreditation bodies; Educator Preparation Provider (EPP) and Texas Education Agency (TEA) standards, the following table presents the Educational Diagnostician Program field hour requirements.

	Practicum
Focus	Real-world experience
Fieldwork Hours	160 <i>quality</i> hours (60 direct & 100 indirect)
Formal Observation (videos)	A video observation must be recorded at three points in the practicum: one by Week 4, one by Week 8, and one by Week 12.
Supervision	Weekly with Site Supervisor One hour weekly with professor for mandatory group supervision

Professional Liability Insurance

During the first week of practicum/internship, before a candidate is permitted to work with students, proof of professional liability insurance **MUST** be provided and uploaded into Blackboard (the learning management system utilized by the Lamar University Educational Diagnostician program). Professional organizations and Health Providers Service Organization (HPSO) offer discounted rates and additional benefits to graduate candidates.

How You Can Help as a Site Supervisor/Site Mentor

Supervision can be a rewarding experience. By aligning the supervisee hours with your campus and district goals, we trust you will experience enthusiasm and valuable contributions on the part of the candidate intern. As noted by Stark, Frels, and Garza (2011), supervisors who adopt a solution-focused style of supervision (SFS) facilitate the development of higher perceived self-efficacy in supervisees (Koob, 2002). Solution-focused supervisors maintain a positive approach to supervision and focus on helping supervisees capitalize on what is already working in their role. Koob (2002) observed that SFS consists of assumptions that are opposite from traditional deficit-focused clinical supervision in that:

- (a) supervisors give more attention to the successes of supervisees rather than to their mistakes;
- b) supervision focuses on supervisees' development rather than the students' performance; and
- (c) there is more than one right way to approach the building of relationships.

In addition to support by the university faculty, each candidate is supported by a university Field Supervisor. It is our hope that you will reach out to the Field Supervisor and/or the course instructor to collaborate on the observations and field experience hours most beneficial to your school and to the experience of the educational diagnostician intern. You will receive this information from the Educational Diagnostician intern as well as from the candidate's field supervisor. Our goal is for the field experience to be a collaborative effort between you, the candidate, and the field supervisor at Lamar University.

The Lamar University Field Supervisor

Each candidate is assigned a university employed Field Supervisor, who will be in touch with the candidate as well as the Site Supervisor throughout the field experience. This person will also be coordinating the three required Texas Education Agency formal observations, which are in the form of a 45-minute video tape, focused solely on the candidate. You and your district administrator will receive formal feedback about the candidate after each observation, of which will require your signatures of receipt.

Formal Observations- Recordings

Throughout the candidate's field experience (Practicum), he or she will be attending three interactive observations virtual web meetings with their Lamar University Field Supervisors in compliance with Texas Education Agency guidelines. Students will be required to video-tape their work in the field according to program criteria and present this recording as part of their interactive observations. Please discuss options with the student according to campus guidelines for obtaining a recorded activity. The purpose of the video is to record the Educational

Diagnostician candidate in their school environment. It is not necessary to have their students on the video recording.

Three course assignments are aligned with each recorded session. Before the online virtual observation meeting, students will use the REFLECT framework to gain awareness and set personal and professional goals based on the feedback provided by you and the Lamar University Field Supervisor. This framework is presented at the end of this document.

Finally, you will be requested to complete or verify and sign documents at specific times during the course. The Site Supervisor orientation video will also provide you with an overview of the formal observation process and pre- post-session feedback.

Getting Started: Initial Supervisory Session

The first supervision session is a time for the Site Supervisor and candidate to become acquainted and to discuss and agree upon the logistics of supervision such as a) when and where the meetings will take place on a regular basis; b) the responsibilities of the supervisor and the supervisee, and c) a formal agreement using the supervisory contract. It is also a time to clarify expectations and set goals for the supervisee's development (i.e., professional, skills, and knowledge). Juhnke (1996) recommended the following agenda for an initial supervisory session:

- (a) clarify, elaborate, and expand goals for supervision;
- (b) encourage the supervisee to identify strengths;
- (c) discuss how skills and attributes can be used to provide effective services; and
- (d) address any unrealistic expectations.

Candidates will be responsible for following-up with them after the session to sign the **Site Supervisor Acknowledgement Training** form.

Site Supervisor Responsibilities Checklist

As a Site Supervisor, you are making a valuable contribution to the field of Educational Diagnostician and your efforts help to maintain the high standards expected in the profession. Please note, this checklist, includes, but is not limited to other duties specific to the site/campus.

	Provide coaching for strengths and for areas needing improvement. This coaching is accomplished by meeting weekly with the candidate to discuss and facilitate the candidate's experience.
	Establish open, two-way communication and trust in the relationship with the candidate. As the site supervisor critiques activities, the focus should be on developing leadership knowledge and competencies.
	Discuss the tasks in which the candidate is engaged and help him/her learn from these experiences.
	Meet with your candidate weekly and verify the hours earned. Sign and date the log in order to be sure the candidate captured an ideal field experience.

	Share your Educational Diagnostician background and experiences in order to help the candidate understand the legitimate role of Educational Diagnostician.
	Provide personal insights regarding the profession in a comfortable, trusting atmosphere
	Introduce the candidate to key personnel and familiarize them with the school and policies that guide the Educational Diagnostician services.
	Explain your style and techniques and share your goals for the school and for future development
	Observe and review the work of the candidate by offering suggestions for growth relevant to the goals for the candidate established at the beginning of the semester.
	Assist the candidate to find time to complete their fieldwork and develop the competencies that beginning Educational Diagnosticians must possess.
	Make an honest appraisal of the candidate's performance as a developing professional in the mid-term and final evaluations.
	Keep the designated administrator abreast of the candidate's progress.
	Notify the Lamar University Educational Diagnostician Coordinator (see site supervisor agreement) of any major difficulties or problems.

Field Experience Candidate Responsibilities Checklist

Candidates will verify with their district administrator that that they are an Educational Diagnostician -in-training on their campus and have the district administrator also sign the Site-Supervisor Agreement. Please note, this checklist, includes, but is not limited to other duties specific to the site/campus.

	Is open to feedback, including areas of growth and professional identity.
	Stays organized, and brings their hour logs, and ideas for contributing to the campus mission plan and to site supervisor weekly supervision sessions
	Remains positive when working with Site Supervisors and other professionals.
	Documents daily all hours on the Practicum Hours Log for each activity. Activities should be kept on a personal running log and when total be transferred to the Practicum/Internship Hours Log (spreadsheet provided in course).
	Aligns all activities to Professional Educational Diagnostician Competencies.
	Is responsible for setting up regular weekly supervision sessions with Site Supervisors. When these meetings are cancelled, the candidate is responsible to follow-up and reschedule

	Explains their approach for working with students in accordance to the role of the Educational Diagnostician
	Represents the profession, themselves, and their coursework with the highest of standards.

Quality Hours

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

- Hours are earned at the discretion of the Site Supervisor.

Some candidates might find that they earn more than the required hours, yet hours should align with the components of SBEC (2017) standards. At the end of the course, candidates will provide artifacts to document the activities performed for direct and indirect hours. The following scoring rubric provides one example of the type of experiences candidates should obtain. Candidates are expected to document their activity in the field experience and the impact of the results.

Direct and Indirect Hours

Generally speaking, direct hours are time spent on task working face-to-face with students, family, teachers, and collaborating with school partners, stakeholders, holding meetings, or other engaged activities. The following table presents examples of some of the many ways to acquire indirect and direct activities. These hours are to be agreed upon with and supervised by the candidate's Site Supervisor. Below are just a few examples of indirect versus direct hours.

Indirect Activity	Direct Activity
Using the phone to locate services or a referral for a student.	Speaking with the student about the phone call or other matter.
Planning the calendar for ARDS	Consulting with the principal about the structure of ARD meetings
Entering at-risk information into a database.	Conducting a new parent orientation focused on support for students with IEPs.
Writing report notes	Conducting an assessment
Creating a list of resources	Talking with a parent about resources
Creating a professional development in RTI for faculty	Presenting at a faculty meeting professional development in RTI
Filing notes after an assessment, organizing test kits, etc.	Talking with a teacher about how to implement interventions
Meeting with your Site Supervisor to discuss your activities.	Meeting with a teacher about the referral process

The following figure presents the rubric for scoring the quality of field hours.

Practicum Hours Rubric for Educational Diagnostician Candidates

Quality for Field Experience Hours					
Domain	Does Not Meet Standard 1	Meets Standard 2	Advanced 3	Exemplary 4	Score
Appropriate Educational Diagnostician Roles	All direct or indirect hours did not target roles of the Educational Diagnostician	All direct and indirect hours meet target roles of the Educational Diagnostician	All direct and indirect hours meet target roles of the Educational Diagnostician AND student needs aligned with school mission and goals	All direct and indirect hours meet target roles of the Educational Diagnostician with <u>ongoing reflections</u> aligned with school mission and goals	
Type of Hours	Less than 10% of direct time targeted specific state curriculum inclusive of an evaluative component demonstrating effectiveness and populations served	10% of direct time targeted specific state curriculum inclusive of an evaluative component demonstrating effectiveness and populations served	20% of direct time targeted specific state curriculum inclusive of an evaluative component demonstrating effectiveness and populations served	30% of direct time targeted specific <u>state standards</u> inclusive of an evaluative component demonstrating effectiveness for populations served	
Advocacy for student achievement	Failed to allocate time for closing gaps in access and/or achievement for identified population(s)	Participated in closing gaps in access and/or achievement for identified population(s))	Targeted ways to work as a team member in closing gaps in access and/or achievement for identified population(s))	<u>Evaluated</u> the need and created interventions for closing gaps in access and/or achievement for identified population(s)	
Contribution to School Goals	Candidate did not align hours with Site Supervisor goals and/or program yearly plans	Candidate aligned <u>indirect time</u> with Site Supervisor goals and/or program yearly plans	Candidate aligned <u>direct time</u> with Site Supervisor goals and/or program yearly plans	Candidate aligned direct time with Site Supervisor goals and/or program yearly plans <u>substantiated by data</u>	
Consultation and Relationships	Candidate hours lacked time toward building relationships with parents, teachers, or administrators	Candidate hours demonstrated time building relationships with parents, teachers, or administrators	Candidate hours demonstrated <u>value and direct time</u> toward relationships with parents, teachers, or administrators	Candidate hours demonstrated <u>innovative ideas</u> for building relationships with parents, teachers, and administrators	
Responsibility	Failed to submit timely reports or duties	Paperwork, reports and duties were performed on or before deadlines	Paperwork, reports and duties were performed on or before deadlines by being self-directed and taking initiative	Paperwork, reports and duties were performed on or before deadlines by being self-directed and taking initiative, and requesting feedback from Site Supervisor pertaining to the task.	
All 60 direct and 100 indirect hours are documented with appropriate signature in order to receive a score on this rubric.					Yes/No
Total Score					

Scaled score: 21-24 points = 100
 16-20 points = 90
 11-15 points = 80
 Below 11 points = 50

Educational Diagnostician Program Faculty

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Paperwork for the Practicum Application

Candidates must have the following documents from their Site Supervisor/Site Mentor by the deadline for the Practicum application. Each of these documents are in the Appendices that follow this page. All of the documents in this handbook are due in [Portfolio](#) by the application deadline. New Supervisor documents must be signed and submitted for each of the Practicum courses (5321 and 5322).

Deadline for Spring Practicum Application: December 1st

Deadline for the Summer Practicum Application: April 1st

Deadline for the Fall Practicum Application: July 1st

In addition, candidates must

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

Paperwork for the Practicum Application

APPENDIX C: SITE SUPERVISOR AGREEMENT

APPENDIX D: SITE SUPERVISOR ACKNOWLEDGEMENT OF TRAINING (This manual serves as training)
APPENDIX E. SITE SUPERVISOR SUPERVISION CONTRACT
APPENDIX F: ASSURANCES OF QUALIFICATIONS FOR SITE SUPERVISORS
APPENDIX G: STUDENT ETHICS AND PROFESSIONAL BEHAVIOR AGREEMENT
APPENDIX H: FERPA AGREEMENT

References

- Koob, J. J. (2002). The Effects of Solution-Focused *Supervision* on the Perceived Self-Efficacy of Therapists in Training. *The Clinical Supervisor*, 21(2), 161–183.
- Stark, M. D., Frels, R. K., & Garza, Y. (2011). The use of sandtray as a modality for solution-focused supervision. *The Clinical Supervisor*, 30, 277-290.
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Appendix A The REFLECT Framework for Professional Growth

Completed after each formal observation video

RECORD: Document your awareness, knowledge, and skills with respect to the Educational Diagnostician activity you selected to present (*holistic recording*)

ESTABLISH: Support the overall goal of the activity with at least two specific goals

FRAME: Provide a rationale for the activity

LINK: Anticipate using one or more specific Educational Diagnostician skills and interventions before, during, or after the recorded activity and provide an intended outcome

EVALUATE: Measure the effectiveness of this activity and related Educational Diagnostician skills and document the results

CONNECT: Align a new perspective as a result of this activity by revisiting the first three steps of this framework (record, establish, frame), linking your approach and the interactions/behaviors of participant(s) during the activity

TARGET: Identify one or more goals in your (a) personal approach (e.g., awareness of self and others, motivation, autonomy) and (b) professional knowledge and skills (e.g., curriculum, theory, cultural integration, interventions, assessments, personal relationships) and list ways in which you plan to meet/target the goal(s)

APPENDIX B: Texas Educator Certification Examination TExES 253

253: EDUCATIONAL DIAGNOSTICIAN EXAMINATION FRAMEWORK

Domain

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

DOMAIN I—IDENTIFICATION AND ASSESSMENT

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

For example:

1. 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.
2. Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.
3. 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.
4. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.
5. 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.
6. 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:

1. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).
2. 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.
3. 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.
4. 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.
5. 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).
6. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).

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7. Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RTI) and multi-tiered support; referral; and eligibility.
8. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.
9. 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:

1. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
2. 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).
3. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.
4. 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.
5. 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.
6. 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).
7. 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:

1. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
2. 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).
3. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.

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4. 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.
5. 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.
6. 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:

1. 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.
2. 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.
3. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.
4. 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.
5. 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.
6. 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.
7. 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).

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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:

1. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).
2. 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.
3. 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.

4. 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.
5. 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).
6. 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.

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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:

1. 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.
2. 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.
3. 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.
4. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.
5. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.
6. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).
7. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.
8. 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:

1. 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.
2. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.
3. Describe how a teacher would implement and monitor the progress of the recommendation.

APPENDIX C: SITE SUPERVISOR/SITE MENTOR AGREEMENT



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
LAMAR UNIVERSITY

Field Experience Site Supervisor Information and Agreement

Type or print legibly. Complete form in its entirety before presenting it to your Site Supervisor.

Course Number:

Semester and Year:

Candidate Name:

Candidate L Number:

Site Supervisor/Site Mentor Name:

Site Supervisor Email Address:

Site Supervisor Phone Number:

Name of Campus/School:

Name of District:

Address of School/City/State:

District Administrator Name:

District Administrator Email Address:

District Administrator Phone:

I attest that as the Site Supervisor, I have at least three years of experience as a certified Educational Diagnostician. I agree that my accomplishments and experiences will be a foundation for the candidate's growth during field experience.

I agree to work with the above-named candidate throughout the 15-week course (10 week Summer course). When permissible and possible, time within the school day for practical experience and work toward completion is very helpful, *but certainly dependent on the realities of the situation on your campus*. Principals may and often do assist candidates to find time during their day (i.e. use of conference/planning periods, before/after school, or during lunch). Some principals provide candidates with opportunities to work an entire day with the Educational Diagnostician (i.e. through compensatory time or candidate's use of personal days), especially during critical times of the school year (i.e. administrators are out of the building or preparation for/administration of testing).

Your signature indicates your willingness to supervise our Educational Diagnostician candidate at your campus/site, working under your supervision. Your contributions to the development of a competent Educational Diagnostician are significant and we thank you!

Site Supervisor Signature

Date

With respect to any questions or concerns pertaining to field experience or our candidate, please contact:

Dr. Michelle Botos

Lamar University Email: mботos@lamar.edu

APPENDIX D: SITE SUPERVISOR ACKNOWLEDGEMENT OF TRAINING



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LAMAR UNIVERSITY

Site Supervisor Acknowledgment of Training

Type or print legibly. Complete form in its entirety.

Please circle--- SPED 5321 SPED 5322

Semester and Year:

Candidate Name and L Number:

Site Supervisor Name:

Site Supervisor Email Address:

Site Supervisor Phone (direct line):

Name of Site/Campus:

District Administrator Name:

District Name:

Site (Full) Address:

As the Site Supervisor to the above-named candidate, I acknowledge that I have reviewed the Site Supervisor Training Manual /course syllabus and attended the site supervisor program training via provided materials.

Site Supervisor Signature

Date

With respect to any questions or concerns pertaining to field experience or our candidate, please contact:

Dr. Michelle Botos
Lamar University
Beaumont, TX 77710
mbotos@lamar.edu

APPENDIX E: SITE SUPERVISOR SUPERVISION CONTRACT



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
LAMAR UNIVERSITY

Directions to the Educational Diagnostician Candidate: Please complete and submit this document when enrolled in _____ and Portfolium Exit Pathway.
(course—SPED 5321 or SPED 5322)

CANDIDATE NAME:

SITE SUPERVISOR NAME:

DATE:

The supervisory relationship is an experiential learning process that the Site Supervisor assists the supervisee (candidate) in developing professional competence. This contract is designed to assist the supervisor and candidate in establishing clear expectations about the supervisory process (Bernard & Goodyear, 2014).

PURPOSE: The purpose of a supervision contract is to outline and agree upon the supervisory process. Site Supervisors and candidates can expand past the number of items allowed by using multiple copies of this form.

NATURE OF THE SUPERVISORY RELATIONSHIP: A Site Supervisor, who is also certified/licensed to be a Educational Diagnostician with 3-years' experience, will facilitate professional growth of the candidate through: monitoring his/her welfare; encouraging compliance with legal, ethical, and professional standards; teaching/modeling Educational Diagnostician skills; providing regular feedback and evaluation; and providing professional experiences and opportunities.

EXPECTATIONS OF THE INITIAL SUPERVISORY SESSION: The candidate has the right to be informed of the Site Supervisor's expectations of the supervisory relationship. The Site Supervisor shall clearly state expectations of the supervisory relationship that may include: identification of supervision goals for oneself; candidate preparedness for supervisory meetings; Site Supervisor's expectations regarding formal and informal evaluations; Site Supervisor expectations of the supervisee's need to provide formal and informal self-evaluations; Site Supervisor's expectations regarding the structure and/or the nature of the supervisory sessions; weekly review of cases until candidate demonstrates competency in Educational Diagnostician notes. The candidate shall provide input regarding the Site Supervisor's expectations of the relationship.

PLEASE STATE IN LISTED FORMAT THE ITEMS DISCUSSED IN THE INITIAL SUPERVISORY SESSION:

- 1.
- 2.
- 3.
- 4.

EXPECTATIONS OF THE SUPERVISORY RELATIONSHIP: A Site Supervisor is a professional Educational Diagnostician with appropriate credentials, and 3-year experience. The candidate can expect the Site Supervisor to be a positive role model who assists the candidate in developing a professional identity. The candidate has the right to work with a Site Supervisor who is culturally sensitive and is able to openly discuss the influence of race, ethnicity, gender, sexual orientation, religion, and class on the role of an Educational Diagnostician. The Site Supervisor is aware of personal cultural assumptions and constructs and is able to assist the candidate in developing additional knowledge and skills in working with clients from diverse cultures. A positive rapport between the Site Supervisor and candidate is critical for successful supervision and the relationship should be a priority for both. In the event that relationship concerns exist, the Site Supervisor or candidate should discuss concerns with one and other and work towards resolving differences. Interventions initiated by the Site Supervisor or solicited by the candidate shall be implemented only in the service of helping the candidate increase effectiveness with Educational Diagnostician performance.

PLEASE STATE IN LISTED FORMAT THE ITEMS OUTLINED REGARDING THE EXPECTATIONS (TO BE COMPLETED BY SITE SUPERVISOR):

- 1.
- 2.
- 3.

CANDIDATE SKILLS TO DEVELOP (TO BE COMPLETED BY CANDIDATE):

- 1.
- 2.
- 3.

CANDIDATE GENERAL ACTIVITIES AND GOALS FOR DEVELOPMENT

- 1.
- 2.
- 3.

Candidate Signature

Date

Site Supervisor Signature

Date

APPENDIX F: Assurances of Qualifications for Site Supervisors



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

LAMAR UNIVERSITY

Assurances of Qualifications for Site Supervisors

To be signed by district administrator

Directions to the Educational Diagnostician Candidate: Please complete this document and have your district administrator sign it. Then submit this document when enrolled in **SPED 5321 and SPED 5322** and **Portfolium Exit Pathway**.

_____ (Name of Site Supervisor) will serve as the site supervisor for

_____ (Name of Student) (Student Lamar ID #) and meets the following TEA requirements on the date this letter was signed.

Please select all that apply:

The Site Supervisor holds a valid Texas Educational Diagnostician certificate.

The Site Supervisor is currently serving as an Educational Diagnostician under a school district contract.

The Site Supervisor has a minimum of three years of experience as an Educational Diagnostician

The Site Supervisor is an accomplished educator as shown by through evaluations, campus/district accountability, or letters of recommendations.

The Site Supervisor will guide, assist, and support the candidate during the practicum.

The Site Supervisor will report the candidate's progress to the candidate's university field supervisor.

If you do not have a site Supervisor that meets all of the qualifications listed above, please request a waiver by completing the area below.

Our district does not have an individual who meets all of the requirements and are requesting an exception to the site Supervisor requirements. Please include justification for requesting a waiver for the qualifications of your Site Supervisor:

I certify that the above information is correct to the best of my knowledge and that I have authority to certify the above information. Please note that this letter can only be signed by a district level administrator (SPED director or Supervisor of Educational Diagnosticians).

Printed Name:

Job Title:

Email Address:

School Address:

School Phone Number:

Administrator's Signature _____ Date _____

Signature (must be physically signed)

APPENDIX G: STUDENT ETHICS AND PROFESSIONAL BEHAVIOR AGREEMENT



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
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Directions to the Educational Diagnostician Candidate: Please complete this document in SPED 5321 and SPED 5322 with your signature. Then submit this document to your Portfolium Exit Pathway

Type or print legibly.

Please Circle One: SPED 5321 SPED 5322

Semester and Year: _____

Candidate Name and L Number:

Instructor of Record:

Candidate is to complete this form in and upload a copy of this agreement to Blackboard before beginning field experience.

1. I hereby attest that I have read and understood the [Educator Code of Ethics](#) and will practice my services in accordance with these standards. Any breach of these ethical standards or any unethical behavior on my part may result in my removal from practicum and a failing grade, and documentation of such behavior will become part of my permanent record.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum site.
3. I understand that it is my responsibility as Educational Diagnostician-in-training to demonstrate appropriate professional behavior and to manage myself effectively and appropriately.
4. I understand that my responsibilities include keeping my practicum instructor(s) and Field Supervisor informed regarding my practicum/internship experiences.
5. I understand that I will not be issued a passing grade in practicum unless I demonstrate the specified minimal level of skill, knowledge, and competence and complete course requirements as required.
6. With my signature, I certify that I have provided my Site Supervisor with a copy of the Site Supervisor Training Manual. I also acknowledge and agree to the points within this document.

Candidate Signature

Date

APPENDIX H: FERPA AGREEMENT



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
LAMAR UNIVERSITY

Directions to the Educational Diagnostician Candidate: Please complete this document in SPED 5321 and 5322 with your Site Supervisor and your own signature. Submit to your Exit Portfolium Pathway

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

Type or print legibly. Complete form in its entirety.

Please circle one: SPED 5321 SPED 5322 Semester and Year:

Candidate Name:

L Number:

I give my voluntary consent to Lamar University Educational Diagnostician Program to disclose records relating to:

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

To the following person(s):

- Program faculty (Instructor and Field Supervisor)
- Discussions in individual or triadic 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

Candidate Signature

Date

Site Supervisor Signature

Date

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