UNIVERSITY OF THE SOUTHWEST

PLANS & POLICIES

EDUCATIONAL DIAGNOSTICIAN INTERNSHIP HANDBOOK

2025 – 2026

TABLE OF CONTENTS

Table of Contents 1
1 Introduction 2
2 Certification Program 2
3 Licensure 2
4 Educational Diagnostician Internship 3
4.1 Educational Diagnostician Coursework 3
4.2 Minimum Required Courses 3
5 Internship Course Information 4
5.1 EDUC 5393A Internship in Educational Diagnostics I 4
5.2 EDUC 5393B Continuing Internship in Educational Diagnostics II 4
6 Beginning Internship 4
6.1 Internship Information 5
6.1.1 On-Site Supervisor's Responsibilities & Requirements 5
6.1.2 University Supervisor Qualifications & Responsibilities 6
6.1.3 Intern Responsibilities 7
6.1.4 Code of Ethics 8
6.1.5 Responsibilities of Users of Standardized Tests 8
6.2 Site Selection 8
6.3 Approval of the School District 8
6.4 Suggested Internship Activities 9
6.5 Evaluation of the Intern 9
7 Appendix A: Internship Documents 10
7.1 Internship Application 11
7.2 Personal Data Sheet 13
7.3 Supervisor Agreement 15
7.4 Ethics Statement 17
8 Appendix B: Internship Evaluation Forms 19

8.1 Mid-Internship Evaluation Form 20
8.2 Final Evaluation Form 26
9 Appendix C: End of Program Forms 32
9.1 Certification of Hours Completed 33
9.2 Program Critique 35

1 INTRODUCTION

This handbook is for students in the College of Education (COE) at the University of the Southwest (USW). The handbook overviews program requirements, policies, rules, and regulations. The information included will facilitate students' progress toward attaining the program objectives.

The purpose of this handbook is to supplement and clarify – not supersede – policies and procedures provided at the College of Education or the University of the Southwest.

2 CERTIFICATION PROGRAM

The program prepares certified teachers for certification as educational diagnosticians in New Mexico. The program is closely aligned with the New Mexico Public Education Standards and incorporates the professional standards of the Council for Exceptional Children organization (https://exceptionalchildren.org/standards/advanced-special-education-preparation-standards). Completers find abundant opportunities for challenging and rewarding careers.

3 LICENSURE

Licensure for New Mexico requires completing all coursework and the internship. For licensure information, see the New Mexico Educational Diagnostician licensure requirements at https://web.ped.nm.gov/bureaus/licensure/licensure-requirements/educational-diagnostician-pre-k-12/

4 EDUCATIONAL DIAGNOSTICIAN INTERNSHIP

The University of the Southwest Educational Diagnostician Program regards the internship as the final "capstone" course. The internship provides opportunities to practice the knowledge gained through coursework under the supervision of a licensed professional educational diagnostician. Students will be supervised in the practice of testing procedures, completing comprehensive assessments, preparing written reports of assessments, attending IEP meetings, and presenting test data to committee members. The primary focus and purpose of the certification program are to ensure completion of coursework, and the internship provides the intern with the competencies necessary for educational diagnostician roles and duties.

To complete program requirements, students in the educational diagnostician program must enroll in EDUC 5393 and complete 300 hours of supervised internship experience in a public school. Completing the internship is a component of state requirements for certification as an educational diagnostician. The internship is the final "capstone" field experience that builds on and integrates prior experiences and coursework, allowing increasing autonomy in providing comprehensive diagnostic services under supervision.

4.1 EDUCATIONAL DIAGNOSTICIAN COURSEWORK

Students take a minimum of thirty (30) credit hours of coursework to complete certification. The program is designed so students can complete certification requirements in 1-2 years. All courses are online. Students will follow their approved degree plan that is in place on the date of acceptance into the Educational Diagnostic Program.

4.2 MINIMUM REQUIRED COURSES

EDUC 5103 Educational Research & Academic Writing
EDUC 5123 Human Development Across the Lifespan
EDUC 5303 Introduction to Mild, Moderate & Severe Disabilities
EDUC 5313 Adapting Curriculum for Exceptional Learners
EDUC 5343 Education Law & Special Education Law
EDUC 5333 Behavior Management
EDUC 5353 Introduction to Psychoeducational Assessment
EDUC 5373 Counseling Theories for Ed Diag

EDUC 5373 Educational Diagnostics Practicum
EDUC 5393A Internship in Educational Diagnostics I*
EDUC 5393B Continuing Internship in Educational Diagnostics II
*Paperwork for the Practicum/Internship must be completed and placement secured *before* registering for EDUC 5373--Internship.

5 INTERNSHIP COURSE INFORMATION

Students must complete a minimum of 300 hours of supervised placement. It is recommended that a student complete 150 hours in EDUC 5393A, and 150 hours in EDUC 5393B for a total of 300 hours. Students who do not make progress towards their internship hours will be required to repeat EDUC 5393B until all hours have been fulfilled.

5.1 EDUC 5393A INTERNSHIP IN EDUCATIONAL DIAGNOSTICS I

Internship hours of supervised activities under a licensed educational diagnostician or school psychologist in an approved setting. Students are directly supervised by a university supervisor during the internship, following the requirements outlined in the educational diagnostician Internship handbook. Prerequisite: Program Coordinator approval

5.2 EDUC 5393B CONTINUING INTERNSHIP IN EDUCATIONAL DIAGNOSTICS II

Continuation of the internship with supervised activities under a licensed educational diagnostician or school psychologist. The internship is directly supervised by a university supervisor, and students must meet the requirements specified in the educational diagnostician internship handbook. Prerequisite: Program Coordinator approval

6 BEGINNING INTERNSHIP

In order to register and participate in the internship course EDUC 5393 Internship, an educational diagnostician candidate must:

1. Complete all core course requirements,
2. Hold a minimum cumulative GPA of 3.0,
3. Complete all forms within this handbook, and

4. Submit forms to the Director of Graduate Admissions & Student Support.

6.1 INTERNSHIP INFORMATION

The internship consists of three major components: 1) the intern or candidate, 2) the cooperating school system or another educational enterprise, and 3) the University of the Southwest. The internship is an investment in development as an educational diagnostician from which all three participants will derive benefits and in which all three have definite responsibilities. Through this tri-dimensional model, the areas of accountability are identified and assigned.

Intern/Candidate: The Intern is to plan and carry out the leadership activities agreed upon by the intern, the on-site supervisor, and the university supervisor. The intern maintains a daily log of activities in which they are involved. In addition, the intern participates in on-campus meetings, seminars, and on-site conferences.

On-site supervisor/mentor: The on-site supervisor is the practicing administrator. The on-site supervisor works with the candidate to structure internship experiences within the school context to meet the requirements outlined in the syllabus.

University Supervisor: The university supervisor is a university professor who visits the internship site. If the site is not local, meetings will be held virtually. The supervisor reviews logs and ePortfolio artifacts to determine the final grade with input from the site supervisor.

6.1.1 ON-SITE SUPERVISOR'S RESPONSIBILITIES & REQUIREMENTS

1. Site Supervisors will guide the student intern with experiences to enhance their professionalism, responsibility, communication skills, critical judgment, and technical skills throughout this 300-hour internship.
2. Complete and return the Supervision Agreement. The on-site supervisor must be Level 3 certified or licensed as an educational diagnostician, school psychologist, or a licensed psychologist.
3. Provide the student intern with learning experiences based on the New Mexico State Competencies for the educational diagnostician.
4. Discuss and model best practices for the educational diagnostician, and be willing to communicate your expertise with the intern.
5. Provide the intern with various testing, report writing, and IEP experiences and provide feedback on how to improve their skills.

6. Provide consultation and supervision for the educational diagnostician intern, that is, conference once weekly with the intern.
7. Review and sign weekly logged hours, which report experiences are recorded accurately.
8. Assist with the formation of student goals for the internship and co-sign evaluation reports.
9. Advise the program supervisor of any problems that occur concerning the student.
10. Advise the program supervisor of any type of assignment that is not possible on-site so that the appropriate substitution can be provided.
11. Evaluate the educational diagnostics intern using the forms provided and the New Mexico State Competencies completed as a guide.
12. Site Supervisors will not be responsible for the final grade, but if the candidate does not have the skills necessary to recommend them as an educational diagnostician, please let the University Supervisor know why their performance was not adequate in the comments section of the evaluation form.
13. Certify that the educational diagnostician intern has completed the state-required 300 hours in educational diagnostician activities through a review of the exit Portfolio.

    Please feel free to contact:
    Dr. Molly Tait
    Educational Diagnostics, University Supervisor mtait@usw.edu
    469-441-8248.

6.1.2 UNIVERSITY SUPERVISOR QUALIFICATIONS & RESPONSIBILITIES

The university supervisor will provide the intern with structured guidance and ongoing support. The university supervisor will (a) be a currently certified Educational Diagnostician, or (b) hold at least a master's degree (relating to Educational Diagnostician or related field) and comply with the same number, content, and type of continuing professional education as those required for educational diagnosticians.

The responsibilities are to:

1. Represent the College of Education, Educational Diagnostician Program, to function as the Instructor of Record and to submit the interns' official grades to the university.
2. Assist prospective interns in locating appropriate internship sites.
3. Provide an orientation for prospective interns regarding internship experiences.
4. Meet with interns and site supervisors virtually during the semester to evaluate the internship experience and to assist with any problems or issues that may arise, as needed.

5. Be available to interns and site supervisors to work through any problems or issues.
6. May hold monthly online discussions with interns for group supervision and discussion of relevant issues and cases.
7. Evaluate the internship experience with interns and on-site supervisors.
8. Collect, review, and evaluate interns' completed course requirements and electronic portfolios.

6.1.3 INTERN RESPONSIBILITIES

The intern assumes a significant share of the responsibility for the success of their field experience. The internship program aims to provide diagnostician candidates with meaningful and relevant experiences. The intern is subject to the sponsoring school district's authority, rules, and regulations. Participants gain valuable work-related experience that will provide a competitive advantage when applying for a position. Specific responsibilities of the intern include:

1. Apply and receive approval for an internship at least eight weeks prior to registering for the course by submitting the Application for Internship form.
2. Complete and submit all internship course requirements (see course checklist).
3. Locate an appropriate internship site and an on-site licensed supervisor with the assistance of a university faculty member.
4. Arrange any requested meetings between involved parties (intern, university supervisor, on-site supervisor).
5. Keep the on-site and university supervisor informed of any problems or concerns that may arise during the internship and discuss these with the appropriate supervisor.
6. Perform all internship duties professionally, legally, and ethically and contact the on-site supervisor and university supervisor when any concerns arise.
7. Notify all persons to be assessed that an intern in training will participate throughout assessments, discuss the case with supervisors, and document notifications.
8. Become knowledgeable of and follow the policies and procedures of the host school or agency.
9. Always secure written informed consent for any testing.
10. Meet the on-site supervisor weekly to discuss cases and review scoring and interpretations.
11. Keep a "Supervision Log" of meetings, including the dates, length of the meeting, and points of discussion. See Internship Checklist.
12. Complete four (4) Full and Individual Evaluation (FIE) reports.
13. Maintain confidentiality of all records and internal matters of the school district at all times.

14. Facilitate at least one (1) Evaluation Team or IEP Committee meeting (submit a copy of the signature page with all other names and signatures redacted)

6.1.4 CODE OF ETHICS

In the Educational Diagnostician program, a crucial component is adherence to a stringent code of ethics outlined in a dedicated link below. The New Mexico code of ethics is a thorough guideline and a reference point, promoting a culture of honesty, integrity, professional competence, and respect throughout the program.

https://www.srca.nm.gov/parts/title06/06.063.0004.html

6.1.5 RESPONSIBILITIES OF USERS OF STANDARDIZED TESTS

https://web.ped.nm.gov/bureaus/licensure/licensure-requirements/educational-diagnostician-pre-k-12/

https://www.srca.nm.gov/wp-content/uploads/attachments/06.010.0007.pdf

6.2 SITE SELECTION

In preparation for the placement, it is recommended that the intern identify a possible site. Students are encouraged to reach out to the special education leadership in the district where they are employed. Students not currently employed in a school district, charter school, or accredited private school are encouraged to begin securing a site early in the program. **The University of the Southwest will not provide placement, assessment, or scoring services.**

6.3 APPROVAL OF THE SCHOOL DISTRICT

The intern must have written approval from the site supervisor. The intern should contact the director of special education or designee and request information on the steps necessary to get district approval to complete a clinical internship in the district. The appropriate administrator is often a director, coordinator, or supervisor in the central special education department office.

6.4 SUGGESTED INTERNSHIP ACTIVITIES

Ideally, the intern shall spend 25% - 50% of their time in direct (face-to-face) services with students. The following represents a small sample of potential activities:

1. Assess special education initiatives, such as inclusion, and work with interested faculty to develop improvement plans.
2. Review the availability of evaluation instruments and report writers.
3. Assess the school culture by collecting data on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school and community. Use that data to assist with appropriate formal testing to administer to students.
4. Become familiar with and utilize existing data commonly available to schools.
5. Conduct an audit of the IEP development process.
6. Draft evaluation meeting reports for the review of IEP.
7. Review the CHC cognitive processing areas to assist with determining the best practices for student learning, then lead a faculty discussion of the application of the theory to improve student learning.
8. Communicate with related services personnel (counselor, physical therapist, occupational therapist, special transportation, school nurse).
9. Review technologies, including assistive technologies, available to support the needs of students enrolled in the special education program.
10. Prepare necessary notices for parents, school staff, and related services personnel.

6.5 EVALUATION OF THE INTERN

The internship provides clinical experiences designed to allow for a thorough immersion in educational diagnosticians' operational and academic activities. Throughout the internship experience, the university supervisor is available to both the intern and the site supervisor.

The efficacy of the program is paramount to the continued success of the program. Therefore, the College of Education utilizes a continuous improvement process to evaluate and monitor program results. At the close of the clinical experience, a formal evaluation with input from the intern, the university supervisor, and the site supervisor will be conducted.

7 APPENDIX A: INTERNSHIP DOCUMENTS

7.1 INTERNSHIP APPLICATION

Internship Application

Candidate's name: _____

E-Mail: _____ Phone: _____

Address: _____

Work Address: _____ Work Phone: _____

Cell Phone: _____

Internship I will begin: Fall ____ Spring ____ Summer ____

Internship II will begin: Fall ____ Spring ____ Summer ____

Student teacher requested: Yes ____ No ____

Host Site School District Agency: _____

School(s) name with grade levels: _____

On-Site Supervisor's name: _____ Phone: _____

District Administrator's name: _____ Phone: _____

Candidate's signature: _____ Date: _____

NOTE: YOU WILL USE YOUR SCHOOL DISTRICT'S TEST KITS

7.2 PERSONAL DATA SHEET

Personal Data Sheet

Candidate's name: _____

Candidate's E-Mail: _____

Candidate's Phone: _____

Internship Site Address: _____

Past Educational Assessment Experience:

Expectations of Internship Experience:

Description of Internship Site:

7.3 SUPERVISOR AGREEMENT

Supervision Agreement

If at multiple locations, complete one for each location.

*I have read the requirements and responsibilities of the on-site supervisor and have agreed to supervise*_____.

(Name of Candidate)

I am a certified (or licensed) educational diagnostician, school psychologist, or psychologist at the following location (which will be the site of supervision):

Name:_____

Address:_____

_____ _____
On-Site Supervisor's Name Signature

_____ _____
Position Telephone Number

_____ _____
Date Email Address

License/Certification Information:

Type:_____ State:_____

Number:_____ Expiration Date:_____

Certified Level 3 Educational Diagnostician? Yes No

Licensed as an educational diagnostician, school psychologist, or licensed psychologist? Yes No

7.4 ETHICS STATEMENT

Ethics Statement

I have read and intend to follow in my internship (s) all requirements, including the following ethical guidelines found in the links section of the Internship Program Handbook:

- Code of Ethics for the Education Profession
- Responsibilities of Users of Standardized Tests

I also acknowledge that I will be supervised by a site supervisor and a University of the Southwest supervisor (online).

_____	_____	_____
Printed Name of Student	Signature of Student	Date

8 APPENDIX B: INTERNSHIP EVALUATION FORMS

8.1 MID-INTERNSHIP EVALUATION FORM

Mid-Internship Educational Diagnostician Performance Evaluation

Distribution of Evaluation: Original to University Supervisor; Copy to Intern

Code: U= Unsatisfactory S= Satisfactory O= Outstanding N/O= Not Observed N/A= Not Applicable

Professional Knowledge	U	S	O	N/O	N/A
Professional Demeanor					
Demonstrate knowledge of models and strategies for consultation and collaboration					
Describe issues and problems faced by parents of exceptional children					
Demonstrate knowledge of the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program					
Demonstrates knowledge of culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families and school personnel, and community members					
Demonstrates knowledge of standard service delivery models					
Demonstrate knowledge of state and federal regulations and ability to communicate these regulations and due process rights to parents, teachers, and other professionals (e.g., IDEA, Section 504 of the Rehabilitation Act, New Mexico Standards for Excellence, and the No Child Left Behind Act)					
Demonstrate knowledge of community resources available to parents					
Demonstrate knowledge of and ability to describe the rationale for least restrictive environment considerations					
Demonstrate knowledge of and need for related services and related service delivery options					

Demonstrate skill in making recommendations to facilitate integration into the general education curriculum					

Comments:

Development and Characteristics of Learners	U	S	O	N/O	N/A
Demonstrate knowledge of exceptionalities and ability to define/discuss them					
Identify and select exceptionalities and eligibility criteria as delineated in federal, state, and local regulations					
Knowledge regarding the general nature and etiology of disabilities—and learning styles of students with various disabilities					
Demonstrate knowledge of the range of individual abilities within categories of exceptionalities					
Demonstrate knowledge of typical and atypical human growth and development in areas of motor, language, social-emotional, and cognitive development					
Demonstrate knowledge of educational implications of characteristics of various exceptionalities					
Describe current theories of learning					
Demonstrate awareness of common medical syndromes (and their characteristics) that impact learning					
Demonstrate the etiology of common medical syndromes					
Demonstrate knowledge of the effects of various medications on individuals with exceptional learning needs					

Comments:

Culturally and linguistically Diverse Populations	U	S	O	N/O	N/A
Demonstrate knowledge and sensitivity to address linguistic, cultural, social, and ethnic values and attitudes of diverse populations					
Identify characteristics and needs as related to cultural and linguistic differences;					
Demonstrate skills in selecting and administering appropriate assessment instruments;					
Demonstrate skill in utilizing language background, language dominance, and language proficiency in the assessment process;					
Demonstrate an understanding of the impact of acculturation on learning and language acquisition					
Demonstrate knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling					
Demonstrate knowledge of teaching strategies addressing learning styles and learning needs of children from culturally and linguistically diverse backgrounds					

Comments:

Assessment and Evaluation	U	S	O	N/O	N/A
Demonstrate skills and knowledge in the screening, referral, and evaluation process for preschool through post-secondary levels					
Demonstrate skills in selecting, administering, scoring, and interpreting a variety of assessments in the following areas: cognitive, achievement, processing, creativity/divergent thinking, critical thinking/problem solving, language, social-emotional behavior, adaptive behavior, and vocational aptitude, ability, and interests					
Demonstrate skills in formal and informal observational techniques of data collection					
Demonstrate knowledge and application of psychometric theory and descriptive statistics necessary for interpretation of psychoeducational measures to include: reliability, validity, standardization, error of measurement, and test bias.					
Demonstrate ability to keep accurate and detailed records of assessment and related proceedings.					
Demonstrate ability to select or modify appropriate assessment procedures and instruments to ensure non-biased results.					
Demonstrate ability to use assessment results in making recommendations for eligibility, instruction, accommodations, and transition as part of IEP development.					
Demonstrate skill in considering assessment information for exiting from special education services.					

Comments:

Psychoeducational diagnostic report	U	S	O	N/O	N/A
Demonstrate the ability to prepare professional, understandable reports consistent with acceptable professional standards and official guidelines;					
Demonstrate skills in preparing and presenting comprehensive report information keyed to the individual student's needs and parent's level of understanding, including:					
Background information (developmental history, educational/school history, language proficiency, and screening results),					
Assessment information (past evaluations, current test information, any variation from test administration and standardization, and summaries of strengths and weaknesses)					
Related services evaluations, results, and recommendations					
Individualized recommendations for eligibility, instruction, accommodations, and transition based on assessment results					
Provision of explanation and copy of the psychoeducational diagnostic report to the parent/guardian					
Use of multidisciplinary team process in the development of individual education plans					

Comments:

Recommended Midterm Grade:
Intern's Name:
Completed by:
Signature and date:
Instructor email: Dr. Molly Tait mtait@usw.edu

8.2 FINAL EVALUATION FORM

FINAL EDUCATIONAL DIAGNOSTICIAN PERFORMANCE EVALUATION

Code: U= Unsatisfactory S=Satisfactory O=Outstanding

Professional Knowledge	U	S	O
Professional Demeanor			
Demonstrate knowledge of models and strategies for consultation and collaboration			
Describe issues and problems faced by parents of exceptional children			
Demonstrate knowledge of the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program			
Demonstrates knowledge of culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families and school personnel, and community members			
Demonstrates knowledge of standard service delivery models			
Demonstrate knowledge of state and federal regulations and ability to communicate these regulations and due process rights to parents, teachers, and other professionals (e.g., IDEA, Section 504 of the Rehabilitation Act, New Mexico Standards for Excellence, and the No Child Left Behind Act)			
Demonstrate knowledge of community resources available to parents			
Demonstrate knowledge of and ability to describe the rationale for least restrictive environment considerations			
Demonstrate knowledge of and need for related services and related service delivery options			
Demonstrate skill in making recommendations to facilitate integration into the general education curriculum			

Comments:

Development and Characteristics of Learners	U	S	O
Demonstrate knowledge of exceptionalities and ability to define/discuss them			
Identify and select exceptionalities and eligibility criteria as delineated in federal, state, and local regulations			
Knowledge regarding the general nature and etiology of disabilities—and learning styles of students with various disabilities			
Demonstrate knowledge of the range of individual abilities within categories of exceptionalities			
Demonstrate knowledge of typical and atypical human growth and development in areas of motor, language, social-emotional, and cognitive development			
Demonstrate knowledge of educational implications of characteristics of various exceptionalities			
Describe current theories of learning			
Demonstrate awareness of common medical syndromes(and their characteristics) that impact learning			
Demonstrate the etiology of common medical syndromes			
Demonstrate knowledge of the effects of various medications on individuals with exceptional learning needs			

Comments:

Culturally and linguistically Diverse Populations	U	S	O
Demonstrate knowledge and sensitivity to address linguistic, cultural, social, and ethnic values and attitudes of diverse populations			
Identify characteristics and needs as related to cultural and linguistic differences;			
Demonstrate skills in selecting and administering appropriate assessment instruments;			
Demonstrate skill in utilizing language background, language dominance, and language proficiency in the assessment process;			
Demonstrate an understanding of the impact of acculturation on learning and language acquisition			
Demonstrate knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling			
Demonstrate knowledge of teaching strategies addressing learning styles and learning needs of children from culturally and linguistically diverse backgrounds			

Comments:

Assessment and Evaluation	U	S	O
Demonstrate skills and knowledge in the screening, referral, and evaluation process for preschool through post-secondary levels			
Demonstrate skills in selecting, administering, scoring, and interpreting a variety of assessments in the following areas: cognitive, achievement, processing, creativity/divergent thinking, critical thinking/problem solving, language, social-emotional behavior, adaptive behavior, and vocational aptitude, ability, and interests			
Demonstrate skills in formal and informal observational techniques of data collection			
Demonstrate knowledge and application of psychometric theory and descriptive statistics necessary for interpretation of psychoeducational measures to include: reliability, validity, standardization, error of measurement, and test bias.			
Demonstrate ability to keep accurate and detailed records of assessment and related proceedings.			
Demonstrate ability to select or modify appropriate assessment procedures and instruments to ensure non-biased results.			
Demonstrate ability to use assessment results in making recommendations for eligibility, instruction, accommodations, and transition as part of IEP development.			
Demonstrate skill in considering assessment information for exiting from special education services.			

Comments:

Psychoeducational diagnostic report	U	S	O
Demonstrate ability to prepare professional, understandable reports consistent with acceptable professional standards and official guidelines;			
Demonstrate skills in preparing and presenting comprehensive report information keyed to the individual student's needs and parent's level of understanding, including:			
Background information (developmental history, educational/school history, language proficiency, and screening results),			
Assessment information (past evaluations, current test information, any variation from test administration and standardization, and summaries of strengths and weaknesses)			
Related services evaluations, results, and recommendations			
Individualized recommendations for eligibility, instruction, accommodations, and transition based on assessment results			
Provision of explanation and copy of the psychoeducational diagnostic report to the parent/guardian			
Use of multidisciplinary team process in the development of individual education plans			

Comments:

Recommended Midterm Grade:
Intern's Name:
Completed by:
Signature and date:
Instructor email: Dr. Molly Tait mtait@usw.edu

9 APPENDIX C: END OF PROGRAM FORMS

9.1 CERTIFICATION OF HOURS COMPLETED

Certification of Hours Completed

I certify that the intern, _____ , has completed a minimum of 300 clock hours of state-recognized educational diagnostician activities under my supervision.

I certify that all areas of the State Department of Education's educational diagnostician competencies have been addressed in the internship.

I also certify the intern _____does or _____ does not have the skills necessary for me to recommend him or her as an educational diagnostician.

_____ _____

On-site Supervisor's Signature On-site Supervisor's Name (Printed)

_____ _____

Title Date

Please Submit with Final Evaluation

9.2 PROGRAM CRITIQUE

Program Critique

1. What were the most beneficial aspects of your educational diagnostic training program?

2. What were the least beneficial aspects of your educational diagnostic training program?

3. What would you change about the program?

4. Other comments: