



To: **[DISTRICT NAME]**, Cooperating ISD

From: **[STUDENT NAME]**, enrolled in UTRGV course EPSY 63_____

RE: Cooperating ISD/Assessment of Exceptional Learners (Educational Diagnostician) Student Agreement:
Practicum Experiences

Date: _____

I am in the Assessment of Exceptional Learners/ Educational Diagnostician certificate program at the University of Texas Rio Grande Valley (UTRGV) and am respectfully requesting a practicum partnership with **[DISTRICT NAME]** ISD.

I already have a master's degree and am already certified in the following areas:

[INSERT STUDENT CERTIFICATIONS HERE]

I cannot continue in this program without your approval of this document.

I will be seeking Texas certification as an Educational Diagnostician at the end of my program and, as such, will be helping with the shortage of Educational Diagnosticians in Texas. Given that TEC Chapter 228 requires candidates seeking professional certification be provided with 160 clock hours of supervised, job-related practicum experience, I am requesting your permission to begin earning practicum experience hours that will continue throughout my participation in the Assessment of Exceptional Learners/Educational Diagnostician at UTRGV. Practicum experience hours may be accrued over the course of several semesters and during the summer as applicable and allowed by an ISD.

Your support and collaboration are requested in providing practicum experiences that educational diagnosticians typically perform before, during, and after a school year, and in providing access to appropriate assessment instruments. Additionally, I am requesting support from the diagnostician on **[NAME OF SCHOOL]** campus in providing insight into ARD meeting preparation and function (before, during, & after meeting tasks), as well as a signature on the candidate's Practicum Log.

These practicum experiences can include the following:

- ARD meeting attendance and responsibilities

- professional development training, meetings with agencies, or in-house training
- observations of diagnostician tasks
- federal regulation review in everyday practices and procedures
- consultation or interviews with special education/related services personnel (e.g., OT, PT, SLP, LSSP, transition specialist)
- folder review
- scoring or re-scoring of assessments
- testing if the candidate has completed applicable assessment coursework and district approval is granted
- completing initial referral tasks with supervision (e.g., Sociological information from parent(s), folder review, RTI data review, etc.)

Please know that UTRGV's Assessment of Exceptional Learners program is committed to creating and providing a quality program that exposes candidates to multiple assessments (e.g., WJ-IV, WISC V, KABC-II, KTEA, KeyMath, WIAT III, WNV, WMLS, BVAT, Bender Gestalt, Beery VMI, etc.), federal regulations, and electronic ARD paperwork. Nonetheless, despite these efforts, a diagnostician program is not complete without ISD partnerships and authentic real-world experiences. If your district is willing and able to provide practicum experiences and support for me, **[STUDENT NAME]**, please complete, sign, and return the Educational Diagnostician Program and ISD/Mentor Practicum Partnership Agreement for UTRGV Educational Diagnostician candidates. You may return the document to me as I must upload it as a requirement of the program.

Feel free to contact me or the course instructor **[INSTRUCTOR NAME AND CONTACT]** with any questions or concerns that you have regarding this request.

Respectfully,

[Student name printed here and signed above]

I understand the requirements and will assist the student in meeting those requirements as outlined above. I am acting as an agent of the district and acknowledge that this work is a partnership between the district and the University student.

Please Sign Here: (name) _____ Date: _____

District Representative Title: _____