

Chapter 239. Student Services Certificates

Subchapter C. Educational Diagnostician Certificate

§239.80. General Provisions.

- (a) Because the educational diagnostician plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter shall ensure each candidate for the Educational Diagnostician Certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.
- (b) An individual serving as an educational diagnostician is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both assessment and student learning is essential.
- (c) The holder of the Educational Diagnostician Certificate issued under the provisions of this subchapter may serve as an educational diagnostician, including providing educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from birth through adulthood (Early Childhood Grade 12).

§239.82. Preparation Program Requirements.

- (a) Structured, field-based training must be focused on actual experiences with each of the standards identified

- (A) articulate the purpose of evaluation procedures and their relationship to educational programming; and
 - (B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- (c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.
- (1) The ~~beginning~~ educational diagnostician knows and understands:
 - (A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
 - (B) ethical practices related to assessment and evaluation;
 - (C) qualifications necessary to administer and interpret various instruments and procedures; and
 - (D) organizations and publications relevant to the field of educational diagnosis.
 - (2) The ~~beginning~~ diagnosis.3(s)-2.538(t)-5.3(f)6.7(o)8(n)5.1.8(g)5(n)5(o)-19(s)2.4(is)2.2.8(e)-2.is.3(s)-2(s)2.4 5

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- (A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
- (B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
- (C) foster respectful and beneficial relationships between families and education professionals;
- (D) encourage and assist individuals with disa

- (A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
 - (B) educational implications of various disabilities; and
 - (C) the variation in ability exhibited by individuals with particular types of disabilities.
- (2) The ~~beginning~~ educational diagnostician is able to:
- (A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities and assistive technology needs of those students;
 - (B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and
 - (C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.
- (g) Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and

- (G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
- (H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
- (I)

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

(1) The ~~beginning~~ educational diagnostician knows and understands:

(A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans that incorporate positive behavioral supports

