



# STEPHEN F. AUSTIN STATE UNIVERSITY

## Department of Human Services

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For electronic use only

To: Special Education Director \_\_\_\_\_  
From: Paige R. Mask, Educational Diagnostician Program Coordinator  
RE: Cooperating ISD Special Education Director Agreement: Practicum Experiences

The Educational Diagnostician Program at SFA is respectfully requesting a practicum partnership between \_\_\_\_\_ ISD and SFA's Special Education program candidate \_\_\_\_\_ for the following 2 semesters \_\_\_\_\_.

Due to TEC Chapter 228 requiring that candidates seeking a professional certification be provided with 160 clock hours of supervised, job-related practicum experience, I would like to request your permission to allow our SFA candidate to earn practicum experience hours in the Fall Practicum Part 1 (SPE 554) and the Spring Practicum Part 2 (SPE 555) from a site supervisor. TAC 228.2(30) defines a site supervisor as: an educator who has at least three years of experience in the aspect(s) of the certification class (educational diagnostician) being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification.

Practicum experience hours may also be accrued during the summer as applicable and if allowed by the ISD. Your support and cooperation is requested for providing practicum experiences that educational diagnosticians perform before, during and after a school year. Additionally, I would appreciate support from the diagnostician on the candidate's campus in allowing her to have insight into ARD meeting preparation and function (before, during, & after tasks) as well as a signature on the candidate's Practicum Log. These practicum experiences could include the following and the list is not exhaustive.

- ARD meeting attendance and responsibilities
- professional development training, meetings with agencies, or in-house training
- observation of diagnostician tasks
- federal regulation review in everyday practices and procedures
- consultation or interviews with special education personnel (OT, PT, SLP, LSSP, transition specialist, ect.)
- 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 sign below if your district is willing and able to provide practicum experiences and support for \_\_\_\_\_.

\_\_\_\_\_  
Special Education Director Signature

\_\_\_\_\_  
Date

Paige R. Mask, ([maskp@sfasu.edu](mailto:maskp@sfasu.edu)), (936) 468-1076