

EDUCATIONAL DIAGNOSTICIAN

FLSA Status: Exempt

GENERAL DEFINITION OF WORK:

Provide diagnostic information and work cooperatively with instructional personnel to provide the most appropriate programs for students with disabilities. Implement the special education appraisal process. Assess the educational, learning styles, and program needs of students referred for special education services.

ESSENTIAL FUNCTIONS/TYPICAL TASKS:

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Select and administer formal and informal assessments to determine student eligibility for special education services according to federal and state regulations.
- Review and document student progress from teachers, parents and administrators, as well as evaluations obtained through one-on-one interviews and observatory meetings.
- Consult with parents concerning the educational needs of students and interpretation of assessment data.
- Compile, maintain, and file all reports, records, and other documents required.
- Comply with policies established by federal and state law, State Board of Education rules, and the local board policy in the area of students' identification, evaluation, and placement for special education.
- Assist in the selection of assessment materials and equipment.
- Develop and maintain effective individual and group relationships with students and parents.
- Maintain strict confidentiality of student information.
- Keep current with state and federal regulations for special education programs
- Evaluate test results and communicate the findings to eligibility/IEP team
- Maintains and upholds School policies and procedures.

KNOWLEDGE, SKILLS AND ABILITIES:

Must possess an analytical understanding of people, especially children; must be detail-oriented and an innovative thinker. Ability to work closely with others as a member of an educational assessment team. Must be open to receiving feedback, and taking others thoughts and ideas into consideration. Must demonstrate patience and the ability to handle emotional stress when working with severely disabled children. Strong oral and written communication skills which include writing detailed evaluation reports and presenting findings to eligibility/IEP teams.

EDUCATION AND EXPERIENCE:

Master's degree in Special Education preferred. Graduate level training on administering and interpreting standardized testing. Experience conducting formal and inform testing. Experience participating in eligibility team meetings.

PHYSICAL REQUIREMENTS:

This is not sedentary work and will require the exertion of up to 50 pounds of force occasionally and a negligible amount of force frequently or constantly to move objects; work requires the use of fine motor skills, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work and observing general surroundings and activities; the worker is not subject to adverse environmental conditions.

SPECIAL REQUIREMENTS:

None

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.