

Victoria Independent School District–Job Description

Job Title/Position:		Department/Campus:	Supervised By/Reports To:	
Educational Diagnostician		Special Services	Executive Director of Special Services	
Pay Scale:	Pay Grade:	Employment Term (days):	FLSA Exemption Status:	Date Revised:
Administrative-Instructional	4	196	Exempt	June 2025

Primary Purpose:

Implement the special education appraisal process.

Assess the intellectual, vocational functioning, educational, learning styles, and program needs of students attending their assigned campuses referred to special education services.

Provide consultation and diagnostic information while working cooperatively with instructional personnel, parents, administration and other support personnel to provide the most appropriate programs for students with disabilities.

Qualification Guidelines:

Education/Certifications*:

Bachelor’s degree

Valid Texas teaching certificate

Master's degree in educational assessment or related field

Valid Texas educational diagnostician certificate

Documented dyslexia training aligned to 19 TAC §74.28(d) – examples include but are not limited to: TEA Dyslexia Academy, Region 3 Texas Dyslexia Academies

*Interested applicants not yet meeting the above education and certification requirements must be able to provide proof of all the following:

-completion of a minimum of 30 graduate-level hours in the field of education or related field (including 6 hours in tests and measurements with at least 3 hours emphasizing individual testing),

-completion of 6 hours related to teaching individuals with special needs,

-ability to earn a master's degree in educational assessment or related field (as demonstrated by a Certification Deficiency Plan) as well as SBEC diagnostician certification within one calendar year from date of hire, and

-full eligibility for an emergency permit from TEA.

Experience:

Three years’ teaching experience

Special Knowledge/Skills/Abilities:

Knowledge of diagnostic procedures, education of special education students, human development, and learning theories

Ability to interpret data

Excellent organizational, communication, and interpersonal skills

Supervisory Responsibilities: None

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Mental/Physical/Environmental Demands:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching

Lifting: Moderate lifting and carrying; may be required to lift and transfer students to and from wheelchair or assist with positioning students with physical disabilities.

Environment: May work prolonged or irregular hours; regular district-wide travel to multiple work locations as assigned; reliable transportation a must

Mental Demands: Work with frequent interruptions; maintain emotional control under stress; communicate effectively and professionally at all times

Major Responsibilities and Duties:

Domain I - Professional skills

1. Serve as case manager of the student appraisal and implementation process of all students referred for Special Education.
2. Select and administer formal and informal assessments to determine student disability and develop the written summary report within timelines for special education services according to federal and Texas Education Agency guidelines.
3. Schedule the Admission, Review, and Dismissal (ARD) Committee to review interpretation of assessment data, appropriate placement, and assist in the development of Individual Education Plans (IEP) for students according to district procedures with teachers, parents, support personnel and community agencies within the state timelines.
4. Consult parents concerning the educational needs of students and interpretation of assessment data.
5. Develop and coordinate a continuing evaluation of the assessment program and make changes based on findings.
6. Ensure that eligible student's reevaluation is assessed using the appropriate instruments, compiled within the stated timeline and in accordance with criteria set forth by Texas State Board of Education.
7. Ensure that each eligible student's annual ARD is held within the appropriate time frame.
8. Ensure that a review of previous IBP is made to determine student progress.

Domain II -Staff relationships

9. Make recommendations to the Executive Director of Special Services for outside appraisal services.

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10. Make recommendations for purchase of appraisal materials.
11. Maintain documentation of students served and services provided by submitting accurate information for eligibility folder within timelines
12. Assume responsibility for specific tasks as assigned and approved by the Executive Director of Special Services.
13. Assist classroom teachers with implementation of IBP.
14. Consult parents, teachers, administrators, and other relevant individuals to enhance their work with students.
15. Collaborate with other members of the Multi-Disciplinary Team (MDT) to identify and support students.
16. Develop and maintain effective individual and group relationships with students and parents.
17. Represent the department in professional, cooperative, courteous, positive manners and maintain an effective relationship with supervisors.
18. Effectively communicate with colleagues, students, and parents regarding confidential information in a professional manner.

Domain III - Knowledge of special education regulations

19. Attend district meetings as designated.
20. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
21. Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the areas of assessment, placement, and planning for special education services.
22. Report accurate coding information to district PEIMS specialist.
23. Comply with all district and local campus routines and regulations.

Domain IV - Professional growth

24. Continue professional growth and responsibility by keeping current of legal requirements, state and local policies, and current diagnostic procedures.
25. Attend state and local professional development conferences or workshops.
26. Provide staff development training in assigned schools to assist school personnel in identification referral process, teacher diagnostics, confidentiality of records and assignments made by the Special Services Executive Director for understanding students with disabilities.
27. Participate in professional development activities to improve skills related to job assignment.
28. Perform other duties as assigned.

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