

Assessment Specialist (Diagnostician) Job Description

ALDINEISD

Job Title: Assessment Specialist

FSLA: Exempt

Reports to: Principal

Pay Grade: DI199

Dept./School: Assigned Campus

Calendar Days: 199

Dept./School: Assigned Campus

Revised: 9.4.19

Contract: Probationary/Term

Primary Purpose

Perform professional psychological work in assessment, behavior management, and counseling for students with emotional disabilities, learning disabilities, and behavioral problems. Assess the psychological and psycho-educational needs of students referred to special education services.

Qualifications

Education/Certification:

- Master's degree from an accredited college or university **or** must have less than 12 hours to complete master's program if seeking an Emergency Educational Diagnostician Certification
- Texas Certification as an Educational Diagnostician or licensed by the Texas State Board of Examiners of Psychologists as a Licensed Specialist in School Psychology **or** must have passed the diagnostician certification test and must have completed all testing courses in master's program if seeking Emergency Diagnostician Certification

Special Knowledge/Skills:

- Knowledge of prevention and intervention strategies, including behavior management interventions
- Knowledge of psycho-social development
- Excellent organizational, communication, and interpersonal skills

Major Responsibilities and Duties

Assessment:

1. Select and administer assessments and observations to evaluate the intellectual, emotional, and behavioral functioning of referred students. Determine student eligibility for special education services according to federal and state regulations
2. Develop psychological evaluation reports and behavior management plans.
3. Conduct or participate in the Admission, Review, and Dismissal (ARD) Committee to assist with appropriate placement, development, and expectations of Individual Education Plans (IEP) for students according to district policy.

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Consultation:

4. Consult and support teachers and relative staff concerning the educational needs of students, interpretation of assessment data, and implementation of behavioral interventional plans in managing disruptive students.
5. Ensure that required district personnel and parents are notified in writing of the time, purpose, participants and location of the ARD meeting with required timelines.
6. Communicate federal, state and district guidelines regarding discipline of students with disabilities to parents, students, administrators and school staff.
7. Communicate to administrators and school staff the requirements related to restraint and time-out according to the Texas Behavioral Support Initiative (TBSI) and promote serving students in their least restrictive environment.

Program Management:

8. Develop and coordinate a continuing evaluation of psychological services and assessment procedures, including theoretical and statistical concepts of standardized tests, informal test procedures, observation techniques and competency levels, and make recommendations and changes based on findings.
9. Participate in the selection of assessment materials and equipment and disseminate the resources to teaching staff.
10. Present staff development training to enable school personnel to identify and work more effectively with students with emotional, social, and behavioral disturbances.
11. Develop and present staff development on the formation and systematic follow-up of Individual Educational Plans (IEP).
12. Ensure data for PEIMS and special education management system is accurate.
13. Serve as a resource to administrators in assignment of students with disabilities.
14. Provide guidelines and orientation to new special education staff.
15. Compile, maintain, file, and secure all reports, records, and other documents required, including case records, test results, statistical data, and test inventories.
16. Comply with policies established by federal and state law, State Board of Education rule, and local board policy. Comply with all district and local campus routines and regulations.

Professional Growth and Development:

17. Participate in appropriate conferences and staff development activities to improve job-related skills.
18. Attend and participate in faculty meetings and serve on staff committees as required.
19. Actively pursue a long-range program of professional growth; continually seeking self-improvement.

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Other:

20. Perform other duties as assigned by the building principal.

21. Transport students when necessary for educational, medical or appraisal purposes.

Work Environment

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

Physical Demands/Environmental Factors: May work prolonged or irregular hours; work inside, may work outside

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting, frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

*Anyone hired with an Emergency Diagnostician Certification for the current school year must complete their program and obtain a Standard Educational Diagnostician Certification by June (end of the current school year)