

Educational Diagnostician

Purpose Statement

The job of Educational Diagnostician is done for the purpose/s of measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; interpreting and applying state and federal codes; and developing strategies and interventions to address the special education needs of eligible students.

This job reports to Director of Special Education

Essential Functions

- Administers standardized diagnostic educational tests and/or supplemental assessments for the purpose of measuring the intellectual, adaptive, academic, social and emotional development of children and/or determining eligibility for services in compliance with regulatory requirements.
- Assesses students' functional capabilities and home and/or classroom environment for the purpose of determining students' functional level and developing recommendations and/or placement.
- Communicates with students and/or parents, with teachers and/or other personnel, for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Compiles information from a variety of sources (e.g. teachers, nurse, probation officer, mental health agencies, other professionals, etc.) for the purpose of producing a comprehensive evaluation report in compliance with established guidelines.
- Consults with teachers, parents, other personnel and/or outside professionals (e.g. behavior management, classroom organization, special methods and materials, preparation of IEP's, etc.) for the purpose of providing requested information, developing plans for services and/or making recommendations.
- Coordinates with community agencies including medical, judicial, social service and mental health services for the purpose of determining appropriate treatments, etc. to meet the needs of specific students.
- Counsels students, parents and guardians for the purpose of enhancing student success in school.
- Creates Behavior Intervention Plans (BIPS) for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Facilitates meetings, processes, etc. (e.g. obtaining pertinent information from parents, explaining parental rights under IDEA, etc.) for the purpose of meeting guidelines and/or ensuring that state and federal mandates are achieved.
- Participates in meetings, workshops and seminars as assigned (e.g. Child Study Committees, IEP meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a wide variety of written materials (e.g. extension requests, correspondence, memos, behavior plans, reports, required documentation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.

- Supports school-wide program development and program evaluation (e.g. crisis intervention services, etc.) for the purpose of ensuring effective programs to assist children who experience physical, mental, social or emotional difficulties.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: psychology and educational principles; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; and maintaining effective working relationships.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience: Job related experience within a specialized field is required.

Education: Doctoral degree in job-related area.

Equivalency:

Required Testing

Continuing Educ. / Training

Maintains Certificates and/or Licenses
 BAnnual training in Sexual harassment, Blood Borne Pathogens, Bully Prevention and Confidentiality

Certificates and Licenses

Certificate as required by Wyoming State Department of Education

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade