

## REGION 9 EDUCATION COOPERATIVE

### EDUCATIONAL DIAGNOSTICIAN Job Description

<b>POSITION TITLE:</b>	Educational Diagnostician
<b>REPORT TO:</b>	Director of Educational Services
<b>Work Day:</b>	Minimum of 7.5 hours/day
<b>Contract Days:</b>	183
<b>Classification:</b>	Exempt
<b>Salary Schedule:</b>	Ancillary Services
<b>Duty Station:</b>	R9 Member Schools

#### ESSENTIAL FUNCTIONS

1. Represents REC9 and its programs and its member districts in a positive manner, interacting with the general public and colleagues.
2. Adheres to applicable federal and state law and local policies and regulations for public education entities, including but not limited to 6.60.9 NMAC (Code of Ethics) (for example, IDEA, Department of Health, Head Start Performance Standards, FERPA, HIPAA, NAEYC, Licensing, etc.).
3. Communicates positively and effectively with parents, children, colleagues, and other agency personnel while maintaining confidentiality regarding all facets of REC9 programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.
4. Attendance on a regular basis consistent with the REC9 attendance policy is required. Attendance at mandatory REC9 or program meetings and professional development is required.
5. Promptness is required including being present in the assigned work place at set times and on a daily basis in order to provide consistency and continuity of educational services. Promptness for mandatory REC9 or program meetings and professional development is required.
6. Proficient verbal communication skills and the ability to manage conflict in a civil, professional and courteous manner are required.
7. The ability to demonstrate flexibility in the performance of various job functions is required.
8. Inter-departmental planning and programming collaboration is required and cross-program overflow assistance when needed is required.
9. Maintaining an atmosphere that protects the privacy of confidential information pertaining to students and personnel records is required.
10. Understanding and compliance with the REC9 employee policy manual, technology policy, and R9 tracking system are required.

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11. Performs initial and ongoing evaluation and diagnosis with use of standardized tests, and customized measures and/or observation with family input to evaluate the children in areas of cognitive, academics, visual perceptual-motor skills, self-care, daily living skills, adaptive behavior, processing and developmental delays.
12. Responsible for full independent comprehensive evaluation of children referred for initial evaluation and reevaluation of children with existing disabilities in accordance with federal and state timelines.
13. In collaboration with the IEP/IFSP Committee, plans a program of services designed to establish/maintain appropriate progress and responses for children with disabilities and their parents.
14. Is responsible for appropriately referring children/families to agencies/resources that will enhance the health/well-being of the child (CMS, Medicaid, etc.).
15. Responsible for involvement in program planning/review, in collaboration with appropriate staff and agencies, that results in improved and comprehensive services for children and the district.
16. Conducts evaluation according to professional board standards and in compliance with the NM Technical Evaluation and Assessment Manual.
17. Demonstrates knowledge and compliance with all professional standards of conduct and professional ethics.
18. Collaborates with colleagues, other agencies, students and parents to determine successful positive intervention strategies and behavioral interventions that result in positive outcomes for children with disabilities and their families.
19. Adheres to district policies and procedures while on district campus.
20. Completes all record keeping, documentation, evaluations and reports in a timely, comprehensive and accurate manner.
21. Participates in ongoing professional development activities determined in collaboration with the supervisor.
22. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### QUALIFICATIONS

1. Must be licensed by the State of New Mexico Department of Education as an Educational Diagnostician.
2. Three years successful work experience in public schools/institutions of higher education or other agencies.
3. Must be current with the New Mexico Public Education Department trends in Education.
4. Must be able to demonstrate strong educational/professional and working knowledge of federal

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regulations and state law related to special education, including special education evaluations and IEP development.

5. Must demonstrate strong interpersonal skills.
6. Must be willing to carry out assigned tasks and perform responsibilities.
7. Other qualifications determined necessary by the REC9 Executive Director.

### PERFORMANCE RESPONSIBILITIES/WORKER TRAITS

1. Desirable worker traits include verbal ability in order to conduct a full and individual educational evaluation in accordance with federal/state/local guidelines, interpret evaluations to support educational programs and decisions, and speak with parents, teachers and administrators.
2. In the educational setting, educational diagnostic services are a related service which functions as a member of an multidisciplinary eligibility determination team whose purpose is to determine eligibility in accordance with regulations and policies/procedures, and provide interpretation of evaluation data to support educational programs for students with disabilities.
3. An educational diagnostician utilizes professional expertise to evaluate and interpret evaluative data to assist in eligibility determination and educational planning.
4. An educational diagnostician serves as a technical assistance resource to districts regarding IDEA, evaluation procedures, and special education policies and practices.
5. Must be willing to travel/use your own vehicle for transportation.

### Supplies and Equipment

Educational Diagnosticians utilize standardized tests and customized measures to evaluate the children in areas of suspected disability.

### WORKING ENVIRONMENT

#### I. SITTING TASKS

- A. Sitting tasks are a continuous necessary requirement of the job
  1. 75% of the time
- B. Duties performed during sitting are:
  1. Evaluations
  2. Report writing
  3. Therapy sessions
  4. MDT/IEP meetings

#### II. WALKING TASKS

- A. Walking tasks are a continuous but essential requirement of the job
  1. 15% of the time
- B. Duties performed during walking:
  1. Getting children from classrooms for evaluations
  2. Walking to classrooms for evaluations

#### III. STANDING TASKS

- A. Standing is an occasional but essential requirement of the job
  1. 10% of the time
- B. Duties performed during standing are:

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1. Classroom observations
2. Therapy observations

### IV. SPRINTING/RUNNING

- A. Sprinting/running is an occasional but essential requirement of the job
  1. 10% of the time
- B. Duties performed during sprinting/running are:
  1. In case of emergency

### V. FLEXIBILITY

- A. Bending or twisting at the neck is an occasional but essential requirement
- B. Bending or twisting of the trunk is a continuous requirement
- C. Squatting, stooping, and kneeling are continuous requirements
- D. Reaching forward is a continuous requirement
- E. Reaching above the head is an occasional but essential requirement

### VI. ACTIVITIES

### VII. USE OF ARMS AND HANDS

- A. Manual dexterity is a continuous but essential requirement of the job
- B. Use of arms is a continuous but essential requirement of the job

### VIII. LIFTING 10 - 25 POUNDS

- A. Lifting items weighing between 10 - 25 pounds is an occasional but essential requirement of the job
- B. Items lifted from floor to waist, from waist to shoulder, and from shoulder to overhead and vice versa
- C. It is not necessary to lift more than 26 pounds

### IX. PUSHING AND PULLING

- A. Pushing and pulling of items 25 - 50 pounds is an occasional but essential requirement of the job
- B. Pushing and pulling of items over 50 pounds is an occasional but essential requirement of the job

### X. CARRYING TASKS

- A. Carrying of items 25 - 50 pounds is an occasional but essential requirement. Examples: Books, computer equipment, assessment kits

### XI. WORKING CONDITIONS

- A. Working inside is a continuous requirement of the job
- B. Risk of getting a minor injury is an occasional hazard of the job
- C. Interacting with the public and other workers is a continuous but essential requirement
- D. Extended work hours is a continuous requirement of the job

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- E. Multiple demands from several people is a continuous requirement
- F. A quiet, well lighted, well ventilated spacious room designated for evaluations only is a continuous and essential requirement of the job.

### **XII. PHYSICAL ABILITIES/ACTIVITIES**

- A. Physical abilities and activities of the job are the physical abilities and sensory perceptions that are essential to the job.
- B. Vision
  - 1. Adequate vision for reading and writing evaluations
  - 2. Adequate vision for reading and writing reports
- C. Hearing
  - 1. Normal acuity
- D. Speech/Communication
  - 1. Communicating appropriately (oral and written) is a continuous and essential requirement of the job

### **XIII. USE OF PROTECTIVE EQUIPMENT**

- A. Personal protective equipment essential to the job

#### **Job Description Acknowledgement**

I have received, reviewed and fully understand the job description for Educational Diagnostician. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name \_\_\_\_\_ Date \_\_\_\_\_

Employee Signature \_\_\_\_\_

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