



Professional – Job Description

Job Title: Diagnostician

Pay Grade: PA 04

207-Min \$69,128/Mid \$83,288/ Max \$97,447

Position subject to availability of Federal Funds

Reports To: Director of Special Education

FLSA Status: Exempt

Dept./School: Special Education

Minimum Duty Days: 220 days

Primary Purpose:

Implement TEA policies and procedures in the child centered process to conduct full individual evaluations within timelines to diagnose students who need special education services, and identify areas of strengths and weaknesses to inform IEP process. Provide diagnostic information and work cooperatively with multi-disciplinary team to engineer appropriate IEPs and placement in the LRE.

Minimum Requirements:

- Master's Degree from an accredited institution.
- Valid Texas teaching certificate.
- Valid Texas educational diagnostician certificate.
- Three years of classroom teaching experience.

Special Knowledge/Skills:

- Demonstrates ability to work effectively and harmoniously with administrators, teachers, and other staff members.
- Demonstrates ability to communicate effectively both in written form and orally.
- Possess technical skills necessary to perform essential job requirements such as email functions, correspondence and power point presentations and management software.
- Treats all people with dignity and respect
- Bilingual in English/Spanish.
- Knowledge of diagnostic procedures, education of special education students, human development, and learning theories.
- Good organizational, communication, and interpersonal skills.
- Ability to travel to multiple work locations as assigned.
- Possess understanding of second language acquisition.

Major Responsibilities and Duties:

Program Management

1. Diagnosticians will attend secondary campus master teacher meetings or elementary grade level meetings as is appropriate to their campus assignments and at campus administrator's request.
2. Diagnosticians will provide consultation services to RtI teams when the RtI teams require their input to assist in constructing interventions for struggling students.

3. Diagnosticians will collaborate with the Bilingual Program as is appropriate for each student's needs.
4. Diagnosticians will collaborate with CTE and counseling programs to follow a district wide procedure for effective transition services for students.
5. Diagnosticians will provide educational leadership to focus on cross-department cooperation/communication activities (based on the special education district performance objective) to accomplish reduction of special education membership, increase number of special education students taking and passing the state assessments, decrease the number of LEP and economically disadvantaged students in special education, provide services in the least restrictive environment, reduce students' placement in disciplinary alternative education program, reduce dropout rate, and reduce retention rate.
6. Diagnosticians will provide SHARS Training to facilitate Medicaid billing for the district as well as assist teachers who require additional training for SEMS.
7. Diagnosticians will provide presentations at district parent workshops to provide information on assistive technology available across the district, in home training services, and transitional services as well as assist the department by presenting TEA updates.
8. Diagnosticians will receive student referrals and conduct the comprehensive full individual evaluation process within timelines.
9. Diagnosticians will select and administer formal and informal assessments to determine student eligibility for special education services according to federal and Texas Education Agency regulations.
10. Diagnosticians will collect and organize relevant assessment data from student's cumulative folder, classroom teacher(s), principal, support staff, parents, and resources in the community such as medical doctors, psychologists, etc. as is appropriate, following procedural safeguards.
11. Diagnosticians will conduct classroom observation and personal interviews.
12. Diagnosticians will assist the principal in leading the Admission, Review, and Dismissal (ARD) Committee providing interpretation of assessment data, appropriate placement, and development of Individual Education Programs (IEP) for students according to district procedures within timelines.
13. Diagnosticians will provide staff development training at assigned schools to assist school personnel in the identification, understanding, and support of students with disabilities to assure student success.
14. Assists classroom teachers with the implementation of the individual educational program.
15. Assists district level personnel to develop and implement procedures and policies that will have positive academic outcomes for special education students.
16. Confers with parents concerning the educational needs of students and interpretation of assessment data.
17. Compiles, maintains, and files all reports, records, and other documents required within timelines.
18. Complies with policies established by federal and state law, State Board of Education rules, and the local board policy in the area of assessment, placement, planning, and support for special education services.
19. Presents a positive role model for staff and students that supports the mission of the school district.
20. Maintains a positive and effective relationship with campus administrators, faculty and special education staff.
21. Complies with all district policies and local campus routines and regulations.
22. Effectively communicates with colleagues, students, and parents.
23. Treats everyone with dignity and respect.
24. Assesses and responds to needs related to job responsibilities.
25. Develops and coordinates a continuing evaluation of the assessment program and implement changes based on the findings.
26. Assists in the selection of assessment materials and equipment.
27. Desegregates data related to special education data to make programming decisions, and monitor campus procedures for special education compliance issues.
28. Develops and maintains effective individual and group relationships with students, parents and campus

special education personnel to monitor special education student achievement by checking coordinating teacher three-week progress/failure reports and by monitoring follow-up activities such as conducting conferences with parents and teachers.

29. Consults with parents, teachers, administrators, and other relevant individuals to enhance their work with students. Monitor coordinating teachers' activities to prevent student failure in LRE placements and hold on-going meetings with campus special education staff to hold coordinating teacher accountable for follow-up activities if students fail.
30. Coordinates the activities of special education staff with campus leaders to monitor student progress using a RtI model to have a positive impact on student achievement.
31. Develops needed professional skills appropriate to job assignment.
32. Demonstrates behavior that is professional, ethical, and responsible.
33. Articulates the district's mission and goals in the area of assessment services to the community and solicit its support in realizing the mission.
34. Demonstrates awareness of school-community needs and initiate activities to meet those identified needs.
35. Demonstrates the use of appropriate and effective techniques for community and parent involvement.
36. Performs other duties as may be assigned by campus and district level administration to have a positive impact on special education student academic achievement.
37. Establishes and maintains a climate that demonstrates respect and dignity for all people for Laredo ISD and for all areas for which this individual is responsible.

Mental Demands/Physical Demands/Environmental Factors

- Ability to communicate in English and Spanish (verbal and written)
- Maintain professional behavior in interpreting assessment data to professional staff and to parents
- Maintain emotional control under stress
- Work with frequent interruptions
- Meet timelines
- Moderate lifting and carrying
- District/Statewide travel
- Exposure to biological hazards
- Prolonged sitting, standing, and walking
- Hearing, speaking clearly
- Working prolonged or irregular hours

Raul Gomez
Reviewed and Approved by
Director of Special Education

June 4, 2026
Date

Gerardo Castaneda
Reviewed and Approved by
Human Resources Administrator

June 4, 2026
Date

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

I hereby acknowledge that I have received a copy of my job description and understand its content.

Employee Name (print)

Employee Signature

Date