



Job Title: Lead Dyslexia Diagnostician

Exemption Status/Test: Exempt/Professional

Report to: Assistant Director, Dyslexia

Date Revised: May 2022

Dept. /School: Dyslexia, Special Education

Primary Purpose:

Review referrals for individual evaluation to determine appropriate interventions; assess students when an individual assessment is recommended; ensure that legal requirements for assessment are met and the evaluation report is shared with campus staff and parents; conduct ARD/IEP meetings and assist building administrator in ensuring that the ARD/IEP process and the quality of programs for students with disabilities comply with Federal, State, and Local requirements; review initial evaluations and interpret the educational implications of initial evaluation and reevaluations.

Qualifications:

Education/Certification:

- Master's Degree from an accredited university
- Valid Texas Teacher Certification
- Valid Texas Educational Diagnostician Certification
- Certified Academic Language Therapist

Experience:

- Minimum of three (3) years of successful teaching experience as a dyslexia therapist/teacher

Special Knowledge/Skills:

- Ability to administer and interpret intelligence and achievement assessment instruments.
- Ability to prepare appropriate individual education programs (IEPs)
- Knowledge of local, state, and federal rules and regulations pertaining to special education
- Knowledge of various special education eligibility conditions and the learning challenges
- Knowledge of curriculum in grades PK through 12
- Basic computer skills
- Strong organization and communication (written and oral)
- Ability to work cooperatively with staff, students, and parents

Major Responsibilities and Duties:

Support for Instructional Planning and Services

1. Provide training and support to diagnosticians and dyslexia personnel regarding dyslexia evaluations.
2. Work collaboratively with departments and lead diagnostician to support dyslexia evaluation, identification, and instructional support.
3. Oversee dyslexia evaluation personnel under the guidance of the Assistant Director of Dyslexia
4. Provide consultative support to school staff through the MTSS process, offering suggestions for strategies and interventions that may be implemented in the general education classroom to meet the needs of struggling students.
5. Administer approved achievement and intelligence measures using instruments and procedures approved by the district.
6. Prepare evaluation reports utilizing the format approved by the district.
7. Assists the building administration in ensuring that the ARD/IEP process and the quality of



programs for students with disabilities comply with federal, state, and local requirements.

8. Participate in admission, review, and dismissal (ARD) committee meetings to interpret appraisal results and develop individualized education programs (IEPs).
9. Consult with school staff about implementation of the IEPs, appropriate accommodations and modifications, and strategies for learning.
10. Manage caseload and assignments to meet compliance timelines for evaluations, ARD/IEP committee meetings, and services to students.
11. Disseminate information regarding policies and procedures developed by the Department of Special Education Services.
12. Provide support to and develop procedures with school personnel to ensure compliance with local, state, and federal special education policies and procedures in assigned schools and facilities.

Organizational Management

13. Assistance with the organizational needs of the department
14. Support the organizational needs of campuses upon request.
15. Work collaboratively with teachers and campus administrators to create a supportive school environment that meets students' academic and developmental needs.
16. Support the creation and implementation of special education services on school campuses, supporting academic and skill development in students with special needs.
17. Assist teachers and school administrators in creating a school climate that effectively manages student behavior in accordance with the Student Code of Conduct and Student Handbook.
18. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Professional Learning

19. Create and deliver staff development presentations to teachers and campus administrators on special education and dyslexia topics.
20. Attend in-service training to maintain current knowledge and skills appropriate to job assignments.
21. Use practical written and oral communication skills to present information accurately and clearly to students, parents, and staff.
22. Maintain a professional relationship with colleagues, students, parents, and community members.
23. Maintain familiarity with current trends in the curriculum and particular education areas.
24. Keep informed of and comply with state, district, and school regulations and policies for staff, including daily attendance, punctuality, and confidentiality.
25. Compile, maintain and file all reports, records, and other required documents.
26. Attend and participate in Special Education Department meetings and serve on committees, as required.
27. Comply with the Texas Educators' Code of Ethics.
28. Demonstrate the following core values: integrity, high expectations, commitment, respect, dedication to teamwork, and passion for a student-centered environment.
29. Daily attendance and punctuality at work are essential functions.
30. Perform all duties as assigned.

Supervisory Responsibilities

Supervision of individual students during evaluation sessions

Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Standard office equipment including personal computer and peripherals; school bus operation; safety equipment; fire extinguisher, radio communication equipment.

Posture: Ability to sit for prolonged periods; occasional bending/stooping, pushing/pulling, and twisting

Motion: Continual sitting and reaching; repetitive hand and arm motions



Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: Frequent prolonged and irregular hours, rotating early and late shift work; work outside and inside

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

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

Reviewed by _____ Date _____

Received by _____ Date _____