Interview with Educational Diagnostician:

Majorie Gibson

She has worked for the Houston Independent School District for the past 9 years. She works at four different campuses including Cornelius Elementary. Her role and responsibilities include the following:

* Serve on Intervention Assistance Team (IAT) and Campus Referral Committee (CRC).
* Serve as case manager for all students assigned for evaluation.
* Select and administer appropriate test instruments and analyze test results.
* Utilize appropriate scoring program analysis and comprehensively interpret results.
* Conduct classroom/behavioral observations.
* Prepare and maintain a computerized Full and Individual Evaluation report for each student evaluated.
* Conduct Multi-Disciplinary Team (MDT) meetings with appropriate professionals.
* Participate in Central MDT meetings with other professionals for students evaluated.
* Present and interpret evaluation results for members of the Admission, Review and Dismissal (ARD)/
* Individualized Education Plan (IEP).
* Recommend appropriate disability condition(s) and teaching strategies based on test results for
* ARD/IEP Committee consideration.
* Conduct in-services for school personnel on intervention strategies, referral process, classroom modifications/accommodations.
* Prepare and maintain a computerized database of evaluations conducted at each school.
* Communicate with parents and professional staff regarding Child Find process and procedural safeguards.
* Review outside evaluations provided by other districts, agencies or by the parent.
* Collaborate with school personnel and parents regarding each assigned student.
* Perform other related duties as assigned.

In addition, her other duties as assigned involve:

a.       Being a case manager on each campus assigned

b.      Coordinating all program referrals and testing for each campus (academic, behavioral, speech, psychological, Section 504)

c.       Participating in all TIER 3 IAT referrals meetings (for special education and Section 504)

d.      Being a member on the Section 504 team for dyslexia

e.      Assisting the Section 504 Chairperson with data input into Easy IEP (Section 504 Writer)

The evaluation process is facilitated by use of a Professional Development Plan (PDP) for Central Office and Campus Based Non-Instructional Positions. The appraiser and employee collaboratively develop the PDP. Each employee should identify 2-3 Development Objectives (Goals) that are aligned with department goals. The Development Objectives are based on the employee’s job description/expectations, data regarding past performance, and/or any other type of data regarding job performance. Each Development Objective is accompanied by at least one Professional Development Activity that aligns with the goal and will strengthen the employee’s skill set or knowledge base. Each Professional Development Activity contains reasonable timelines for completion and should also include progress check in points in time that will help continue the flow of conversation regarding performance as related to the professional development activities.