

••• **A.E.R.O. SPECIAL EDUCATION COOPERATIVE** •••

7600 S. Mason Avenue • Burbank, IL 60459

(708) 496-3330

JOB DESCRIPTION: *School Psychologist*

QUALIFICATIONS:

- Hold a registered, valid Illinois Professional Educator License.
- School Psychologist endorsement
- Experience in conducting assessments for students with autism, intellectual disabilities, social emotional disabilities, and other related disabilities.
- Demonstrates effective communication, collaboration and problem-solving ability with program and district administration, classroom personnel and families.

REPORTS TO:

- A.E.R.O. Assistant Director/Designee

The essential functions of this position include, but are not limited to, the responsibilities and functions specified herein.

GENERAL RESPONSIBILITIES:

1. Assume responsibility for continued professional growth, to achieve and maintain high standards of professional competence.
2. Assume other duties and responsibilities as assigned by A.E.R.O. Assistant Director / designee.
3. Support and act in accordance with all A.E.R.O. Governing Board goals, objectives and policies, The School Code of Illinois, and other federal and state laws.
4. Communicate using current disability-related terminology and Illinois School Code mandated terms and definitions.
5. Assume appropriate roles as consultant and educator; providing professional development as requested.
6. Demonstrate knowledge of students' needs, including but not limited to: educational, medical, physical, sensory, speech/language, social/emotional, recreational, vocational, etc., as established by a multi-disciplinary team and implemented as needed.

7. Maintain strict confidentiality regarding all matters pertaining to students and personnel.
8. Demonstrate effective organizational skills, time management, and flexibility in order to meet staff and students' needs.
9. Regular and prompt work attendance.
10. Obtain Illinois School Bus Driver permit when requested for purposes of transporting students to community-based activities.

STANDARDS AND COMPETENCIES:

1. Demonstrate competencies with respect to data-based decision making and accountability:
 - A. Knowledge of effective, data-based decision-making and problem-solving processes.
 - B. Knowledge of purposes, characteristics, strengths, and limitations of formal and informal models and methods of assessment.
 - C. Knowledge of child development, learning theory and diversity.
 - D. Knowledge of the importance of considering cultural, linguistic, and other experiential factors when interpreting and using data.
 - E. Knowledge of using data for eligibility determination.
 - F. Knowledge of general and special education procedures for students ages birth through 22.
2. Demonstrate competencies with respect to consultation and collaboration:
 - A. Knowledge of behavioral, mental health, collaborative, and other consultative approaches and their application to particular situations.
 - B. Knowledge of the dynamics of communication applicable to collaboration and consultation in professional practice.
 - C. Knowledge of the importance of interpersonal skills in the consultative process.
 - D. Knowledge of skills necessary to facilitate communication with students, families, community professionals and school personnel.
3. Demonstrate a working knowledge of federal and state statutes affecting the education of students with disabilities including The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, the Illinois School Code, 23 Illinois Administrative Code, and other landmark legislation and litigation.
3. Demonstrate a working knowledge of special education regulations including confidentiality requirements under the Illinois School Student Records Act and the Family Educational Rights and Privacy Act, and complaint resolution procedures.
4. Demonstrate skills in active listening, consensus building and conflict resolution.
5. Demonstrate the ability to engage in short and long-range planning, set priorities, and manages time effectively.
6. Demonstrate knowledge of and the ability to use office technology, instructional technology, and assistive technology for students with disabilities.

PERFORMANCE RESPONSIBILITIES:

1. Assessment and Problem Solving:
 - Complete necessary portions of case study evaluation through the use of a data-based decision-making model.
 - Use of various, appropriate assessment measures for evaluation students' strengths and weaknesses, along with effectively communicating the results of written evaluations with team members.
 - Assist in analysis of school / program-wide data to identify trends and individual students needing intervention.
2. Consultation and Collaboration:
 - Collaborate with the educational team in the decision-making process for determination of eligibility, continuation of eligibility, or discontinuation of eligibility.
 - Collaborate with staff members, parents, and outside professionals.
3. Strong communication skills, verbal and written.
 - Present evaluation results during eligibility conferences.
 - Prepare written psychological reports.