

SCHOOL PSYCHOLOGIST ROLE AND RESPONSIBILITIES

ROLE of the SCHOOL PSYCHOLOGIST:

To ensure compliance with all legal requirements surrounding special education determination, Individualized Educational Plan development and Individualized Educational Plan implementation of District 34 students. To proactively support student growth through RtI, to coach and lead teams in data-based decision-making and to develop and match quality interventions across all tiers to student need. To help ensure academic growth and facilitate social, emotional, and behavioral success for all students.

Psychologists are certified staff members and as such are evaluated under District 34's Teacher Evaluation Plan. The professional teaching standards for all certified staff members in District 34 are set forth in Danielson's Framework for Teaching. In addition to the teaching framework, a framework for Psychologists is provided under the Teacher Evaluation Plan. This document further clarifies the roles and responsibilities for the School Psychologist.

RESPONSIBILITIES:

- a. Complete appropriate psychoeducational assessments for children who have or are suspected of having a disability;
- b. Identify and assess the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs;
- c. Provide effective problem-solving leadership and facilitation for teams to develop interventions and monitor student progress in alignment with District plan (RtI);
- d. Facilitate and monitor the school's Problem Solving Team;
- e. Provide interventions to students to support the teaching process and to maximize learning and adjustment;
- f. Advise appropriate interventions based on data and student needs;
- g. Provide consultation and support regarding systems level progress monitoring/benchmarking and strategies to address the educational, behavioral, and social needs of students;
- h. Consult with teachers to identify and resolve academic barriers to learning, design and implement student progress monitoring systems, design and implement academic and behavioral interventions, support effective individualized instruction, create positive classroom environments, and motivate all students to engage in learning;
- i. Collect and analyze data related to school improvement, student outcomes, and accountability requirements;
- j. Implement school-wide prevention programs that help maintain positive school climates conducive to learning;
- k. Promote District policies and facilitate programs in the schools that ensure the safety of all students by reducing school violence, (e.g. bullying, harassment, and internet safety);
- l. Respond to crises by providing leadership, direct services, and coordination with needed community services;
- m. Conduct or assist with professional development as assigned by the Director of Special Education, Assistant Superintendent for Student Services, and/or Superintendent;
- n. Other duties as assigned by the Director of Special Education, Assistant Superintendent for Student Services, and/or Superintendent.

ALLOCATION: 1.0 FTE SCHOOL PSYCHOLOGIST PER SCHOOL

TERM: Teacher School Year

REPORTS TO: Director of Special Education

DELIVERABLES:

- Successful implementation of problem solving;
- Increase in building's student achievement data and growth targets;
- Increase in student ownership of learning due to support provided to teachers;
- Increase of highly functioning teams in the schools.

CERTIFICATIONS and QUALIFICATIONS for the position:

- Master's Degree in School Psychology;

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- Valid Illinois Type 73 Certification, School Service Personnel with endorsement in School Psychology
- Ability to work cooperatively and collaboratively with others, ability to build and maintain positive relationships, ability to effectively communicate with others, and create a climate of trust
- Spanish speaking preferred, but not required

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RESPONSE TO INTERVENTION (RtI)

Response to Intervention (RtI) is a school-based framework designed to address the educational needs of all children. RtI is based on the fundamental premise that all children can learn and it is the responsibility of every educator in the school to work together for student success. A problem solving process is used to identify, implement, and evaluate the instructional needs of all children.

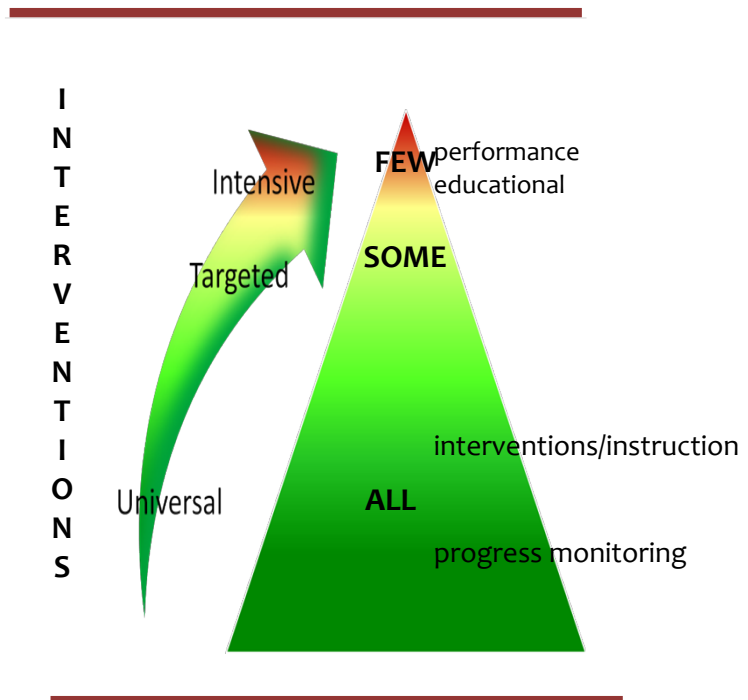
Psychologists' training in both psychology and education puts them in an unique place to help support the effective implementation of RtI. The psychologist's professional training emphasizes child development, learning, behavior motivation, curriculum and instruction, assessment, consultation, collaboration, school law and systems level change. The contributions of psychologists in the RtI process are highlighted in the outline on the following page.

RtI ESSENTIAL COMPONENTS

- A tiered system of research-based instruction and interventions matched to student need
- Ongoing progress monitoring and analysis of student
- Use of student data to shape instruction and make decisions

RtI CORE PRINCIPLES

- Intervene early
- Use a multi-tier model of instruction
- Use a problem-solving method
- Use scientific, research-based
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessments for screening, diagnostics
- Effectively teach all children

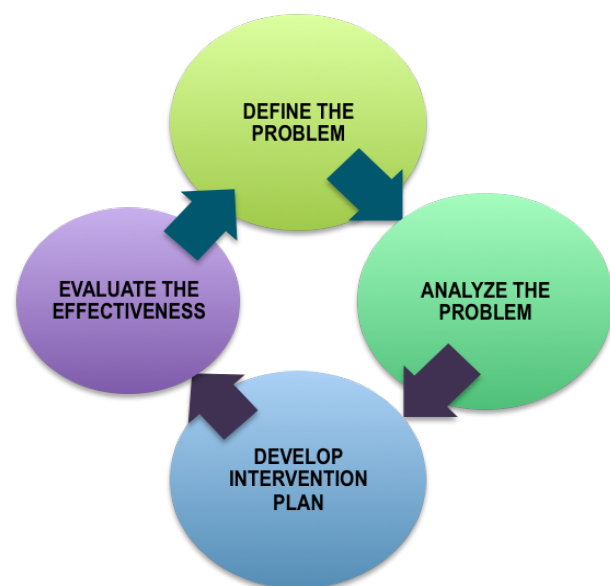


RtI PROBLEM SOLVING MODEL

Problem-Solving

A collaborative team process involving parents and school staff
The process includes the following steps:

1. Defining a problem
2. Analyzing the problem
3. Developing an intervention plan to address the problem
4. Evaluating the effectiveness of the intervention plan



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TIERED SYSTEM OF INTERVENTION

Tier 1

Students are assessed 3 times per year using a universal screening measure. All students receive core instruction/ behavioral support that is scientifically based and differentiated to meet their needs in the general education classroom. Teams of teachers meet to review student progress data to ensure that all students meet the district's expectations. *Psychologist's Role in RtI:*

- ☑ Uses data to support classroom differentiation and identify areas of strength and opportunity
- ☑ Works with teachers and instructional staff in establishing and supporting positive classroom climates
- ☑ Helps teachers and instructional staff develop research-based, instructional practices that support the development of children's language, literacy, mathematical, and social-emotional development
- ☑ Uses data to help teachers customize whole-group and small-group instruction
- ☑ Uses response-to-intervention (RtI) to effectively support instructional practice (e.g., problem solving leadership, instructional planning tools, intervention integrity)
- ☑ Assists with the identification, planning, and execution of professional development opportunities at the team, school, and district levels

Tier 2

Students struggling academically and/or behaviorally are monitored frequently using multiple assessments. Students not making adequate progress in the core curriculum are provided small-group, supplemental instruction and/or support. Staff meet as a team to monitor intervention effectiveness through the problem solving process. *Psychologist's Role in RtI:*

- ☑ Uses formative and summative data to help teachers identify and group children who need additional supports
- ☑ Helps teachers develop and implement research-based, developmentally appropriate interventions for individual children and groups of children to enhance their acquisition of academic and social/emotional skills
- ☑ Supports teachers in documenting children's progress by using instructional and behavioral support tools (e.g., data management [AIMSweb], positive behavior support plans, observation protocols)
- ☑ Consults and supports group counseling sessions as a means of differentiating instruction for children who need additional supports in the area of social-emotional learning

Tier 3

Progress is monitored frequently to determine the impact of the intervention on the student's learning/behavior. Students receive intensive instruction specifically designed and customized to meet their needs. Staff and parents meet as a team to monitor the effectiveness of intensive instruction/support through the problem solving process. Parents or the team may initiate a referral for special education as indicated by the student's response to intervention. *Psychologist's Role in RtI:*

- ☑ Facilitates individual problem solving and implementation of related interventions
- ☑ Implements behavioral support techniques (functional behavioral analysis, behavior intervention plans)
- ☑ Supports special education staff in the implementation of research-based best practices
- ☑ Analyzes progress-monitoring data to assist with appropriate identification and intervention planning
- ☑ Consults and supports students through individual counseling sessions as a means of differentiating instruction for children who need additional supports in the area of social-emotional learning
- ☑ Supports families toward appreciating their child's individual strengths and needs while assisting them with accessing appropriate interventions

KEY WORDS AND MEANINGS

Data-driven decision-making – The process of planning for academic and behavioral instruction/support through the use of ongoing progress monitoring and data analysis

Progress monitoring – Ongoing measurement of students' academic and behavioral progress using curriculum based measurement and other assessments

Curriculum Based Measurement – Assessments used to monitor student progress on a general academic skill such as reading, writing, spelling, and math

Benchmarking/ Universal Screening – Curriculum based measures given to all students at least three times a year. The data collected monitors the effectiveness of the curriculum and identifies students who may need additional support

Scientifically Research-Based Interventions - Teaching strategies and curricula that have been proven to be effective in improving student learning – i.e., the research has been reported in scientific, peer reviewed journals

Tiered System of Interventions:

- Tier 1 Is the *core curriculum* provided to all students with differentiation
- Tier 2 Is *supplemental instruction* that is provided in addition to core instruction and is provided to some students
- Tier 3 is *intensive instruction* that is more intense than Tier 2 and is provided to a few students