

Psychologist

Purpose Statement

The job of Psychologist is done for the purpose/s of measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; interpreting and applying state and federal codes; and developing strategies and interventions to address the special education needs of eligible students.

This job reports to Building Principal

Essential Functions

- Act as coordinators for school data teams for the purpose of data collection and analysis related to school improvement, student outcomes and accountability requirements.
- Administers and interpret standardized and/or supplemental assessments and consult with families in Spanish, where applicable, for the purpose of measuring the intellectual, adaptive, academic, social and emotional development of children and/or determining eligibility for services in compliance with regulatory requirements.
- Assesses students' functional capabilities and home and/or classroom environment for the purpose of determining student's functional level and developing recommendations and/or placement.
- Collaborate with principal as a member of their school's Instructional Leadership Team (ILT) for the purpose of establishing and communicating instructional goals for school success, assisting with allocating and managing resources to support the school's instructional program, sharing leadership responsibilities, and participating in decision-making that advances the school's mission.
- Ensure consultation, interventions, and assessments are appropriately designed to meet student, staff, and parental needs for the purpose of upholding cultural competence in every area of our service delivery.
- Facilitate trainings for regular and special education staff and facilitate PTA and parent meetings (e.g., mental health panels, Parent University) for the purpose of conveying and/or gathering information required to perform functions.
- Identify the best instructional approaches and strategies by differentiating for students needs for the purpose of improving student learning.
- Implement school-wide prevention programs for the purpose of maintaining positive school climates conducive to learning.
- Leads and facilitates small groups and whole class sessions to work on skills related to executive functioning, social situations, self regulation, friendship, anger management, and various other areas for the purpose of improving students' social/emotional/behavioral/academic functioning.
- Maintain direct involvement in the development and implementation of educational programs and interventions at the classroom, building and district level for the purpose of ensuring effective programs to assist children who experience physical, mental, social or emotional difficulties.
- Participates in meetings, workshops and seminars as assigned (e.g. representative for domain meetings; annual reviews; and IEP review meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Participates in all tiers of PBIS supporting students' social, emotional, and behavioral health for the purpose of creating positive classroom environments.
- Perform informal and formal classroom observations and collect and analyze data for the purpose of measuring the success of interventions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the Psychology Department.

- Promote policies and practices for the purpose of ensuring the safety of all students by reducing school violence, bullying, and harassment.
- Provide educational training on specific disabilities and data collection tools; advocate for students' rights to be educated in the least restrictive setting; and participate in co-planning sessions with general and special education teachers for the purpose of enhancing student success in school.
- Provide administrative and clinical consultation for Park School evaluations for the purpose of enabling the school district to comply with state laws without having to engage an outside consultant (applies to some doctoral level School Psychologists who possess a clinical license).
- Provide consultation with regular education teachers, special education teachers, related services (i.e. speech therapists, social workers, occupational therapists), and administration on an ongoing basis for the purpose of contributing to gains in student achievement.
- Provides individual and group counseling (includes the implementation of the IEP with regard to special education students receiving counseling services) for the purpose of enhancing student success in the school.
- Provides leadership, direct services, and coordination with needed community services for the purpose of responding to crises.
- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
- Review individual student data for the purpose of determining appropriate interventions (such as, check in/check out, social-academic intervention groups, mentoring).
- Serves as ISBE approved supervisors (where applicable) for the purpose of supervision and training for interns during the one-year internship program.
- Serves as the district's Least Restrictive Environment (LRE) Facilitator for the purpose of ensuring that students with disabilities are educated in the regular education setting to the maximum extent possible.
- Serves as mental health experts for the purpose of providing expertise regarding various mental health related issues and psychiatric disorders that may impact the learning environment.
- Serves as a leading member of the RTI Team for the purpose of problem solving; participating in the development, implementation and evaluation of intervention plans; and providing direct service for specific skill development.
- Serves as 504 Building Coordinators guiding the school's efforts (e.g. training of school staff, referral and evaluation processes, establishing a plan, and assisting with coordination of services, etc.) for the purpose of complying with federal Section 504 regulations.
- Serves as members of the building crisis intervention team for the purpose of conducting risk assessments of students who demonstrate suicidal ideation according to district procedures, and are among the first responders in a building or district crisis.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; and preparing and maintaining accurate records; conducting meetings; physical restraint practices.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific Knowledge based competencies required to satisfactorily perform the functions of the job include: psychology and educational principles; and pertinent codes, policies, regulations and/or laws; age appropriate activities/behaviors; knowledge of community resources; recordkeeping and record retention practices; school safety and security practices; stages of child development; treatment modalities.

ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and

create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is significant. Specific Ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; and maintaining effective working relationships.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the jobs functions require the following physical demands: some lifting, carrying, pushing, and/or pulling some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under conditions with exposure to risk of injury and/or illness. .

Experience: Job related experience within a specialized field is required.

Education: Masters degree in job-related area.

Equivalency:

Required Testing:

TB Test

Certificates and Licenses

Designated Subject Matter Endorsement
Professional Educators License

Continuing Educ. / Training:

Continuing Education Requirements
Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance
Pre-Placement Medical Clearance
Tuberculosis Clearance

FLSA Status

Not Rated

Approval Date

Salary Grade