



School Psychologist

Reports to: Regional Administrator Classification: Contracted
Date: August 2003

Job Summary

Partners with educators, families and communities to provide effective learning environments for all students. Helps ensure success for all learners. Provides a range of services for student who demonstrate difficulties with learning, academic achievement, social/emotional functioning, and behavior. Serves as a psychoeducational service provider involved in proactive, preventative activities as well as responding to identified concerns. Provides services based on a combination of problem-solving, consultative, and direct service models.

Qualifications

1. Master's or Specialist's degree which includes 60 graduate semester hours in psychology and education.
2. Iowa Board of Educational Examiners license with school psychologist endorsement (B-21).

Essential Functions

1. Supports total school/community efforts to create a positive learning environment for students/children.
2. Serves as liaison among AEA, district building(s), families and community and collaborates with various teams to assure positive outcomes for all learners.
3. Models, implements and assesses strategies related to learning, social, emotional and behavioral needs to enhance educational programming for all learners.
4. Provides ongoing support to educational staff related to applicable rules and laws.
5. Integrates research into the design of best practices.
6. Consults with teachers and administrators regarding best practices for classroom and building educational programs.
7. Follows policies, procedures, standards and rules in accordance with national and state laws, the Iowa Dept of Education and GWAEA, which includes, but is not limited to, developing and maintaining proper and adequate records and documentation.
8. Administers and interprets norm-referenced and criterion-referenced psychoeducational and psychological assessment measures.
9. Conducts, interprets and implements where appropriate student assessment including record review, interview and observation, and tests (RIOT).
10. Provides direct behavioral, emotional, cognitive and educational interventions that may include counseling or behavioral consultation with students, parents, school personnel, and those who directly affect the student's psychoeducational needs.
11. Facilitates functional assessment of behavior (fba) and designs intervention plans.
12. Participates actively in child study team decision-making processes; uses research-based and technically sound practices to drive decision-making and interventions; and collaborates with school personnel and parents in order to develop and modify student intervention strategies.
13. Conducts follow-up activities to review student progress and modify individual psychoeducational interventions.

Additional Responsibilities

1. Participates in projects, committees or activities to support the Agency's mission, goals and priorities.
2. Demonstrates self-discipline and initiative to produce high-quality, organized and dependable results.
3. Conveys a positive and professional image to staff and public.

4. Handles information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPAA, etc).
5. Pursues professional growth opportunities and relationships to keep current with and influence educational directions.
6. Participates in the training and activities of school psychology practicum students, and interns.
7. Provides crisis intervention and training.

– continued on back –

Additional Responsibilities, cont'd

8. Performs such other duties as may be assigned.

Knowledge, Skills and Abilities

1. Ability to communicate effectively and maintain effective working relationships.
2. Ability to function effectively as a team member and work collaboratively with others and independently as appropriate.
3. Ability and willingness to be flexible and respond to the changing needs of clients and the Agency.
4. Ability to integrate educational theory, research and expertise into appropriate practices for local contexts, in a service style that facilitates positive change and continuous improvement.
5. Effective presentation and group facilitation skills.
6. Ability to use data to make educationally sound decisions.
7. Knowledge of best practices in curriculum, instruction and assessment.
8. Knowledge of applicable rules and laws that govern educational decisions.
9. Ability to read and interpret documents, write reports and correspondence, and apply appropriate mathematical concepts.
10. Ability to use and integrate technology appropriately in daily work which includes, but is not limited to, efficient operation of telephone and voice mail systems and application of basic computer skills to effectively use e-mail, internet and word processing.

Physical Requirements

1. Ability to travel between schools/sites served.
2. Normal, routine levels of activity related to bending, carrying, climbing, hearing, reaching, sitting, standing, vision and walking, and may also involve above-average levels of activity at times that can't always be anticipated.
3. Ability to lift and carry equipment, such as large test kits, up to 35 pounds.

EOE/M-F-H-V