

School Psychologist Job Description

Title:	Certified School Psychologist
Qualifications:	Certified as a School Psychologist (Teaching Certificate # 070) by the State of Connecticut Department of Education
Driving Vision:	A School Psychologist is a professional staff member who supports teaching and learning through specialized knowledge and skills in the areas of consultation, counseling, behavior management, instructional design, and evaluation as aligned with curriculum so as to support educational outcomes for all students.
Terms of Employment:	By contractual agreement between the New Haven Board of Education and the New Haven Federation of Teachers, Local 933, AFT, AFL-CIO
Reports to:	Supervisor, Psychological Services
Evaluation:	A School Psychologist is evaluated in accordance with the provisions set forth in the New Haven Board of Education's policy on the Evaluation of Professional Personnel and by agreement between the New Haven Board of Education and the New Haven Federation of Teachers, Local 933, AFT, AFL-CIO.
Competencies:	<p>School Psychologists with the New Haven Board of Education must, at minimum, possess:</p> <ul style="list-style-type: none">a. The capacity to practice in accord with NASP's Principles for Professional Ethics;b. A fundamental understanding of curriculum, curriculum design, and the teaching-learning process;c. Strong oral and written communication skills;d. An ability to recognize and appreciate the diverse learning styles of students;e. The ability to contribute to the planning of instructional goals and designated outcomes for all students;f. The ability to recommend curriculum adaptations to meet the varying rates, patterns, and needs of all students;g. The capability to effectively contribute to planning an individual program for students;h. Consultation skills for effectively planning and implementing appropriate classroom management strategies and techniques to ensure productive, well-managed, and safe classrooms;i. The ability to utilize current technologies to enhance practice and student achievement;j. The capacity to administer and interpret standardized assessment instruments;k. The ability to communicate effectively with students, staff, parents, community and outside agencies to better meet with the needs of students;l. The ability to work as a contributing team member, and;m. The ability and desire to engage in continuing education and skill upgrading.

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Performance Expectation: School Psychologists with the New Haven Board of Education must, at minimum:

- a. Participate in case conferences, help coordinate case information, and work cooperatively with other representatives of the various school-based teams;
- b. Provide input and recommendations to designated committees involved in program planning, curriculum development, and student placement;
- c. Consult with all staff in the development and implementation of classroom methods and procedures designed to facilitate student learning and to overcome learning and behavior disorders/issues;
- d. Recognize cultural, ethnic, and language variations in the selection and use of appropriate diagnostic tools designed to assist in formulating enrichment, prevention, and remediation processes for children;
- e. Perform psycho-educational assessments that aid in the diagnosis of educational disabilities as well as inform their remediation;
- f. Verbally communicate evaluative findings about a student to all educational stakeholders;
- g. File a written evaluation report that reflects the psychologist's understanding of the student evaluated and which is understandable to the person to whom it is written;
- h. Provide psychological services/counseling and other therapeutic techniques to students;
- i. Provide referral and consultation services to and with community agencies. May serve as liaison between the school, the family, and the selected community resource when therapeutic, academic, and/or social services are provided;
- j. Consult with school administrators and instructional staff in regard to appropriate learning objectives for children, planning of developmental and remedial programs for pupils in regular and specialized school programs, and the development of educational experimentation and evaluation;
- k. Offer consultation with parents to assist in understanding the learning and adjustment processes of children.
- l. Participate in the development of new programs;
- m. Participate in appropriate in-service training to district staff;
- n. May elect, with permission from the Supervisor of Psychological Services, to supervise students from the graduate school of school psychology who are fulfilling internship or field experience requirements; and,
- o. Perform other duties as assign