



GENERAL INFORMATION

<i>TITLE</i>	School Psychologist
<i>DEPARTMENT</i>	School Psychologists
<i>LICENSURE</i>	Professional Educator License (PEL)
<i>ENDORSEMENT</i>	School Psychologist
<i>CLASSIFICATION</i>	Certified
<i>FLSA STATUS</i>	Non-exempt
<i>REPORTS TO</i>	Building administration
<i>SUPERVISORY RESPONSIBILITIES</i>	N/A
<i>PRIOR EXPERIENCE</i>	Minimum of 1 year school psychologist internship
<i>EVALUATION</i>	Evaluated by the Principal, Assistant Principal, Student Services Coordinator and/or other certified evaluators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, student growth measures beginning in the year 2016, and other sources of data. The evaluation cycle for teachers not in continued contractual service (tenure) shall be one school year. The evaluation cycle for teachers have attained tenure in District 109 shall be two school years unless job performance is deemed as “needs improvement” or “unsatisfactory.”

JOB GOAL(S)

Under general supervision, the employee will:

- Help facilitate solutions for students to succeed academically, socially, and emotionally. They collaborate with educators, administrator, and families to create safe, healthy, and supportive learning environment for all students and strengthen connections between home and school.

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

Evaluations

- Participate in the determination of special education eligibility and academic programming
- Analyze and synthesize data to appropriately complete mandated documents related to the case study evaluation process
- Coordinate the various evaluation components to comply with mandated timeframes which may include the need for scheduling, planning, and distribution of materials
- Conduct classroom observations to collect data and evaluate student functional performance
- Review all applicable student records to ensure a comprehensive understanding of the students prior experiences and development
- Conduct teacher interviews to gather case specific information on academic, social/emotional, and behavioral functioning
- Conduct student interviews to gain perspective on home/family life, school, friends, personal interests, and feeling states as a way of establishing rapport and forming a comprehensive understanding of the student
- Administer one-to-one assessments in the appropriate domains, which may include:
 - Cognitive
 - Academic
 - Functional
 - Social Emotional
 - Fine Motor
- Score, analyze, and synthesize test results to understand the learning profile of the student as it relates to eligibility
- Review and summarize private and/or independent evaluations to consider and possibly synthesize results and recommendations with school based evaluations
- Conduct Functional Behavioral Assessments to determine necessary behavior supports which may or may not include a formalized Behavior Intervention Plan
- Document findings in a psychoeducational report

- Collaborate with IEP team to develop accommodations, modifications, and programming needs
- Synthesize information to plan for IEP meeting presentation

Special Education Team/Program Consultation and Support

- Participate in various special education team meetings, program meetings, and student meetings
- Provide direct service to individual students, groups of students, and/or special education programs/classrooms
- Consult with IEP teams to support problem solving in the areas of plan development, goal writing, parent support, behavior support, and progress monitoring
- Support data collection methods with team members and create data collection tools
- Coach team members regarding reliable and valid data collection and data analysis
- Collaborate with team members to design data driven, goal based interventions and environmental supports
- Support student transitions between various educational settings
- Proctor district and state assessments by providing accommodations as listed in student IEP's

Collaborative Consultation with General Education

- Consult and collaborate with teachers to identify student behaviors of concern
- Determine data collection methods with teachers and create data collection tools
- Coach teachers regarding reliable and valid data collection and analysis procedures
- Collaborate with teachers to design data-driven, goal-based interventions and environmental supports
- Create intervention materials as needed (e.g. visual supports, charts, checklists)
- Coach teachers through the implementation of effective intervention techniques
- Proctor interventions and provide appropriate supports which may include meeting with students to monitor progress
- Conduct classwide instruction related to specific social, emotional, and/or behavioral needs

Response to Intervention Team

- Participate in RtI team meetings to support the intervention process
- Collaborate with RtI team members to analyze data and define target academic concerns
- Write goals with RtI team members to determine criteria for students success
- Review student progress to determine specific interventions and the necessary level of tiered instruction for students
- Consult with RtI team members to determine when case study may be warranted
- Guide RtI team members regarding the process for reliable and valid data collection, data analysis, and appropriate documentation
- Participate in an intervention to provide individual and/or group counseling for students as needed

Parental Support

- Guide parents through the initial case study process
- Provide consultation and resources to support parents with specific student concerns in both the school and home settings

Crisis Intervention

- Participate in the mobilization of various resources relevant to the specific crisis situation
- Provide direct intervention and/or support to staff, students, and parents/community
- Crises may include but are not limited to
 - Self-harm
 - Suicide attempt or ideation
 - Threat to others
 - Death (student, family, or staff)
 - National crises

MENTAL DEMANDS

Knowledge

The employee must have foundational knowledge and understanding of child growth and development, learning assessment and diagnosis, psychological research related to learning, State and Federal special education laws and regulations and best practices in school psychology.

Ability

The employee shall engage in the collaborative dialogue with peers; maintain records and prepare reports; communicate effectively both orally and in writing; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and time lines; take professional initiative; plan and organize work independently; read a variety of materials; engage in ongoing professional development; implement a student centered approach to problem-solving and conflict-

resolution; ability to work cooperatively and effectively with other certified and non-certified personnel, parents, and community members.

Education/Preparation

The employee shall possess the equivalent of a Master's Degree plus additional hours of study in the field of school psychology; completion of a School Psychologist preparation program through an accredited university or college; completion of a 1-year School Psychologist internship; successful completion of State proficiency exams; and possess/maintain appropriate licensure through the State of Illinois.

Reasoning

The employee must have the ability to solve practical problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel instructional materials and school psychologist resources. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

The employee shall possess personal computing skills with the following types of software including web browsers, word processing, spreadsheet, and databases and student database systems. The employee shall use board approved school psychologist resources, technology, and assistive technology. While performing the duties of this job, the employee works in a school setting with children, occasionally works in outdoor weather conditions, and is subject to noises associated with an educational environment.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

ADOPTED

- March 21, 1983

REVIEWED/REVISED

- January 13, 2014