

SCHOOL DISTRICT OF FRANKLIN COUNTY

SCHOOL PSYCHOLOGIST

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree in School Psychology from an accredited educational institution.
- (2) Specialist degree in School Psychology or related field preferred.
- (3) Valid Florida certification as School Psychologist and appropriate licensure.
- (4) Internship in a school setting.
- (5) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of child growth and development; test and measurement theory; and community resources and services available for student assistance. Ability to conduct comprehensive psychoeducational evaluations of students; to verbally communicate and consult effectively with parents, school personnel, and the public; to communicate results of evaluation findings in written reports and correspondence; to assist students, parents, and school personnel in the resolution of problems in student learning, behavior, and mental health. Ability to interact successfully with parents, school personnel, and administrators. Skill in communicating effectively orally and in writing. Knowledge of laws and rules relating to education and other services for persons with disabilities. Skill and ability to apply and interpret federal, state, and local laws and policies governing the provision of educational services to students with disabilities.

REPORTS TO: Director of Student Services

JOB GOAL

To improve the academic achievement, behavioral/social skills, and emotional well-being of all students through direct contact with students or through testing and consultation with other professionals.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation

- *(1) Establish short- and long-range plans designed specifically to support the District exceptional student educational plan.
- *(2) Plan and prepare intervention strategies for parents and teachers that are effective and contribute to a climate where students become engaged in meaningful learning experiences.

- *(3) Prioritize and organize schedules and activities.
- *(4) Establish a positive and supportive environment for psychological services.
- *(5) Communicate clearly defined expectations to students.
- *(6) Arrange furniture and/or space to facilitate testing and consultation.
- *(7) Maintain organized, accurate, and complete records.
- *(8) Prepare thorough and accurate reports in a timely manner.
- *(9) Implement and coordinate school-wide and District-wide psychological services and activities.
- *(10) Manage time efficiently.
- *(11) Manage materials and equipment effectively.

Assessment/Evaluation

- *(12) Participate in needs assessment activities, planning, and development of interventions, programs, and/or service to students.
- *(13) Select, develop, or modify psychological assessment materials which identify learning needs of students with diverse cultural and social economic background, learning styles, and special needs.
- *(14) Assist in early identification of students' school-related problems.
- *(15) Conduct valid psychological and psycho-educational assessments according to professional standards.
- *(16) Demonstrate knowledge of assessment instruments and techniques in areas of social/emotional development and functioning, behavior, and academic performance.
- *(17) Analyze and interpret information to make diagnoses and recommendations regarding needs for services.
- *(18) Communicate test results with parents and appropriate school personnel.
- *(19) Seek additional data sources which will provide evidence of student growth and/or the identification of developmental needs and share these findings with principals and other instructional leaders.
- *(20) Conduct a comprehensive follow up with tested students to determine the effectiveness and implementation levels of recommendations.

Student Instructional Engagement

- *(21) Assist schools and the district in preparing for changing curriculum and service needs.
- *(22) Accept and value students and parents from diverse cultures and with diverse needs.
- *(23) Demonstrate patience in establishing relationships with students.
- *(24) Demonstrate knowledge and understanding of a broad curriculum base.
- *(25) Formulate recommendations appropriate for students from diverse backgrounds with different learning styles and special needs.
- *(26) Design techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
- *(27) Specialize in recognizing overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
- *(28) Provide direct observation and/or crisis intervention as necessary and/or requested.
- *(29) Use effective consultative behaviors.
- *(30) Interpret educational policies, programs, and procedures related to psychological services

- *(31) Make recommendations based on evaluation results for strategies to assist the student at school and at home.
- *(32) Participate in team meetings to share information, determine appropriate placement and services, and recommend interventions to assist the student.
- *(33) Assist in providing objectives for the development of the Individual Education Plan for identified students.

Technology

- *(34) Use technology resources effectively.
- *(35) Use technology to establish an atmosphere of active learning.
- *(36) Provide students with opportunities to use technology to gather and share information.
- *(37) Facilitate student access to the use of electronic resources.
- *(38) Explore and evaluate new technologies and their educational impact.
- *(39) Use technology to review student assessment data.
- *(40) Use technology for administrative tasks.

Collaboration

- *(41) Participate in Child Study, eligibility, and IEP committees to help meet the needs of identified students.
- *(42) Participate in multidisciplinary staffing conferences concerning individual cases of special need (academic, social, cultural, emotional, economic).
- *(43) Use language appropriate to the student, parent, or other listener.
- *(44) Provide follow up conferences with parents and teachers to interpret and develop alternative instructional strategies for students with special needs.
- *(45) Suggest realistic and effective intervention strategies for teachers to use with students, based on observations of student behavior and performance assessments.
- *(46) Work effectively with students, parents, colleagues, community agencies and staff.
- *(47) Consult with parents, other school staff, and teachers about ways to facilitate the learning and adjustment of students.
- *(48) Enlist the cooperation of parents in examining the family situation and assessing strengths and problem areas.
- *(49) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Professional Learning

- *(50) Conduct in-service training for faculty and staff.
- *(51) Demonstrate professional growth and continuing improvement of professional knowledge and skills.
- *(52) Assist others in acquiring knowledge and understanding of psychological services and resources available.
- *(53) Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and District programs.
- *(54) Participate in District sponsored staff development programs.
- *(55) Share experience and new learning by mentoring new colleagues.
- *(56) Participate in data collection of input on administrator's performance assessment program.

Professional Responsibilities

- *(57) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- *(58) Perform and fulfill professional responsibilities.
- *(59) Demonstrate attention to punctuality, attendance, records, and reports.
- *(60) Maintain confidentiality of student and other professional information.
- *(61) Comply with federal, state, and district laws, rules, policies, and procedures in the delivery of school psychological services.
- *(62) Exercise appropriate professional judgment.
- *(63) Support District and local school improvement initiatives, services, and programs.
- *(64) Contribute to the overall District and school mission by supporting various school committees and services.
- (65) Perform other incidental tasks consistent with the goals and objectives of this position.

Student Growth and Achievement

- *(66) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.