

School Psychologist Intern

Department/Division:	Special Education
Reports To:	Site Administrator and/or Director of Special Education
Provides Support To:	General/Special Education Students
Classification Status:	Non-Represented Certificated
Date Prepared:	March 2025
Board Adopted:	April 17, 2025

BASIC FUNCTION:

The Intern school psychologist will be placed at an elementary and/or one middle school campus. The Intern will be supervised by credentialed School Psychologists, with whom they will work collaboratively to augment the services they provide to our schools. Intern job duties include special education assessment, individual and group counseling, behavioral assessment and behavior support plans, consultation with staff and families, and participation as appropriate on-site teams. The Intern school psychologist will deliver psychological and educational services on the site(s) at which they are placed. Services provided will relate to the individual assessment and identification of: individuals with exceptional needs including their management, placement and education; and, in general education, to collaborate on students exhibiting behavior and learning problems. The intern will be provided regular individual supervision by credentialed school psychologist(s), as well as support and collaboration with other members of the site special education teams, teachers, counselors, and administrators.

REPRESENTATIVE DUTIES:

- Conduct initial and triennial psycho-educational evaluations for special education assessment, including report writing and interpretation of results.
- Observes students in a variety of settings, interviews and evaluates children using a wide variety of psychological instruments, including, but not limited to: tests of intelligence, achievement, aptitude, and personality
- Participate in IEP meetings under the supervision of a Credential School Psychologist to present assessment findings.
- Provide counseling services as appropriate with individuals and/or groups of students to bring about specific behavior changes with regard to problems impacting students' educational performance
- Observe and conduct functional behavior assessments or other behavior interventions and/or evaluations.
- Consult with general and special education teachers regarding interventions, strategies, and appropriate support for all students, and assist in crisis management.
- Consult with classified staff, teachers, administrators, parents and outside agencies regarding general and special education students.
- Participate in school-wide programs or initiatives, such as positive behavior intervention supports (PBIS), Student Study Teams (SST), Section 504 planning, and accommodations,

- Coordinates educational planning with other members of the multidisciplinary assessment team in order to develop Individual Education Plans
- Interprets results of individual and/or group evaluations for teachers, administrators and other school professionals by means of written reports and/or conferences

KNOWLEDGE AND ABILITIES:

- Knowledge of principles, methods, techniques, strategies and trends in educational, social and emotional adjustment assessment functions.
- Knowledge of applicable and appropriate psychological and achievement appraisal instruments, techniques and procedures.
- Knowledge of evaluation and research techniques, strategies and procedures.
- Knowledge of curriculum and instruction programs proven to be beneficial to pupils with special learning needs.
- Excellent oral and written skills using appropriate/proper grammar, spelling, punctuation and vocabulary.
- Meet schedules and timelines.
- Detailed record-keeping and report preparation techniques.

ABILITY TO:

- Communicate well with students, parents/guardians and teachers.
- Successfully navigate and work collaboratively with others to support problems and concerns of students with special needs.
- Support classroom procedures and appropriate student conduct and monitor, observe and report student behavior and progress.
- Determine appropriate action within clearly defined guidelines.
- Excellent interpersonal skills using tact, patience and courtesy.
- Establish and maintain cooperative and effective working relationships with others.
- Remain calm under stressful conditions. Demonstrate an understanding, patient, approachable, and receptive attitude toward students.
- Apply common sense understanding in carrying out instructions furnished in written, oral or diagram form; deal with problems using good judgment.
- Operate a variety of office equipment including a computer and assigned software.

EDUCATION AND EXPERIENCE REQUIREMENTS:

- Valid California School Psychologist Intern Credential
- Provide Documentation from University on qualifying candidacy for School Psychologist internship - Program status (Intern Authorization Letter)
- Ability to lift up to (20) pounds, bend, use stairs, get up and down from floor with ease.
- BA/BS Degree Required; Master's Degree with emphasis in School Psychology preferred
- Bilingual English/Spanish preferred

SPECIAL NOTE:

This position is not intended to confer regular employment status. It is designed to provide professional internship opportunities for incumbents serving in this position (including recent graduates) to apply their knowledge in the field of School Psychology as they work towards credentialing and licensure requirements. This internship is designed for incumbents to learn and practice real applications of School Psychology under professional supervision and guidance and is not designed to fulfill work that would otherwise be performed by regularly employed classified or certificated employees of the District. This internship is an at will position and is not part of the classified or certificated bargaining unit nor regular employment of the District. Incumbents serving in this internship do not qualify for earned retirement, vacation leave, or holiday pay.

WORK CONDITIONS:**ENVIRONMENT:**

Office Environment, General Education and Special Education classroom environment.

PHYSICAL ABILITIES:

Seeing to monitor students during classroom activities, hearing and speaking to exchange information and provide assistance to students, bending at the waist, walking and standing for extended periods of time, and dexterity of hands and fingers to operate specialized equipment. Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.

HAZARDS:

Potential for contact with blood and other bodily fluids and/or communicable diseases.

Board Policy 4030: The Board of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.