

SCHOOL PSYCHOLOGIST LEAD

DEFINITION:

Under the direction of the Director of Special Education, or Designee, the School Psychologist Lead will assist in planning, organizing, coordinating and implementing school psychologist staff meetings, Professional Learning Communities (PLC), and training in collaboration with school psychologist team members and district leadership. The School Psychologist Lead will provide leadership, coordination, and support for school psychologists throughout the district.

QUALIFICATIONS:

Experience:

- Two or more years of School Psychologist experience full-time, in Folsom Cordova Unified School District
- Minimum of five (5) years of experience as a practicing school psychologist
- Prior leadership, mentorship, or coordination experience strongly preferred

Education:

- School Psychologist Credential

DISTINGUISHING CHARACTERISTICS:

Commitment to developing a collaborative team

Provides leadership and support for equitable, legally compliant, and data-driven psychological services

Ability to balance direct service support with strategic oversight and professional leadership

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, prepare and facilitate professional development days for school psychologists before the start of the school year, during the school year professional development days, and SELPA professional development days
- Plan, prepare and facilitate monthly school psychologist meetings and/or Professional Learning Community Meetings (PLC)
- Mentor new and permanent school psychologists
- Plan and maintain testing inventory
- Act as a liaison between school psychologists and supervisor to ensure consistent communication and implementation of practices
- Maintain online resources (ex. the School Psychologist HUB) as a central resource for the school psychologist team
- Assist new psychologists in becoming familiar with district assessment tools and promote consistent, high-quality administration and interpretation so assessments across all sites
- Provide leadership in aligning psychological services with district-wide initiatives such as Multi- Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Social Emotional Learning (SEL)
- Other duties as deemed appropriate

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KNOWLEDGE:

- California Education Code
- Knowledge on how to effectively collect, analyze, and present data

ABILITIES AND SKILLS:

- Written and verbal communication skills
- Technologically proficient in managing shared resources and remote collaboration tools
- Strong organizational and communication skills
- Demonstrating leadership through effective professional development, mentorship, and fostering a collaborative team culture
- Demonstrating leadership in meeting district goals for improving student achievement
- Working with changing priorities, regulations, and deadlines
- Implementing district-wide programs and systems
- Performing essential job functions and job task requirements

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.