Job Description
MOORE PUBLIC SCHOOLS

Job Title: **School Psychologist/Psychometrist**

Qualifications:

Credentials: Nationally or State Certified School Psychologist/Psychometry

Education: M.S. degree in Educational Psychology; and graduate training in Psychometrics or related field

Training/Experience Required: Experience directly related to the screening, assessment, and comprehensive evaluation of students' academic, behavior, psychological/emotional, adaptive, socio-cultural and developmental skills to determine eligibility for special education services or targeted educational interventions for improved student outcomes.

Special Skills, Knowledge, Abilities:
Communication Skills (oral, written, or business): Enhanced communication skills to exchange information, give/receive simple to more complex instructions and feedback to respond to inquiries in the form of documentation, using correct grammatical structure and English, vocabulary, and spelling. This incumbent will compose correspondence, direct and provide complex instructions to others through regular communication and consultation.

Data Recording/Record Keeping: Performs data recording/record keeping duties/tasks to properly and legally document procedures, policies, and best practices in the screening, assessment, evaluation, or instruction of students through filing or electronic computerized records.

Mathematical Skills: Performs routine computations requiring a knowledge of addition, subtraction, multiplication and division using whole numbers, fractions, decimals and/or percentages.

Reading and Interpreting: Reads and interprets complex and sensitive/confidential records, IEPs, academic plans, medical records, psychological and medical reports, and official educational documentation.

Technology: Uses software such as Microsoft Word, Excel, PowerPoint, OneDrive, Outlook, OneNote and others on desktop/laptop computers to create forms, document progress, and write reports. Uses educational software to administer assessments to students via iPads and electronically score student responses.

Job Goal (Purpose of Position): The goal of this position is to improve student educational performance towards optimal learning through screening and evaluation of students. This incumbent performs professional duties under minimal supervision, utilizing discretion, ingenuity,

independent judgment and flexibility due to the complexity of the job. This person will assess and determine eligibility for special education services for students with disabilities. They will assist with the identification of students at-risk for academic failure and provision of academic interventions through the Response to Intervention model.

Contact with Others: An incumbent in this position has regular contact by telephone or in-person with the public to determine actual information needed. Job requires interpreting and translating facts and information, explaining situations and issues to persons and advising them on alternative courses of action. Maintains confidentiality of all information.

Other Performance Measures: Knowledge of subject matter; cares for effectively assists students with special needs; establishes guidelines for effective diagnostic/testing objectives; encourages effective learning with proper testing techniques; ensures students are acquiring skills and knowledge to apply principles, theories or other learning; properly monitors student progress (grading, feedback, etc.) and provides environment to encourage independent thinking challenges for more motivated students; maintains proper discipline in testing setting.

Ensures consultation and recommendations align with district-wide initiatives, including extracurricular programs, academic, Positive Behavior Supports (PBS), Trauma-Informed and Restorative practices. Keeps accurate records, reports, etc. pursuant to district policy; supports and looks for ways to improve the quality of education; when serving on committees, maintains an attitude of constructive/supportive behavioral personal growth and development.

Essential Job Functions (Performance Responsibilities):

1. Assists in the screening and identification of students who may/may not have disabilities or be eligible for special education services through the initial, referral process. Performs psycho-educational assessments and reports out determination and findings of evaluation.

2. Participates in comprehensive clinical staffing with school educational teams, administrative teams, and within special services department. Coordinates information flow from department to other appropriate service providers and certified teachers.

3. Attends regular, school-level, student staffing meetings on subjects such as RTI or PBIS; assists certified staff in the implementation of academic interventions for students in Tier 3 RTI process; tracks all Tier 3 student academic progress while receiving classroom interventions to determine the need for special education services or continuation of successful intervention.

4. Discharges liaison services to receiving school districts or treatment facilities.

5. Prepares comprehensive psych-educational reports.

6. Makes recommendations for intervention and, when appropriate, acts as an IEP team member. Runs categorical eligibility meetings which involve presentation of evaluation results.

7. Consults with school personnel and parents on the interventions for Tier 3 students.

8. Consults with physicians, hospitals, and other medical personnel regarding the needs of children with disabilities and continuation of care.

9. Maintains confidential records of any tests, interventions, assessment protocols, and evaluation data. Provides documentation of progress and prepares documentation for students' families.

10. Provides consultation to staff on Response to Intervention for Tier 3 students at-risk, eligibility for special education, legal or ethical requirements, set forth by the Oklahoma State Department of Education (OSDE) or through the Individuals with Disabilities Education Act (IDEA), or classroom supports and accommodations to assist students.

11. Travels to various school sites.

12. Attends workshops, trainings, and continuing education opportunities to maintain certification and ensure sharp knowledge of evidence-based practices.

13. Performs other duties as assigned.

Supervision exercised: An incumbent does not supervise.

Site: Various

Reports To: Director of Special Services

Physical/Mental Requirements and Working Conditions:
Employee must possess manual dexterity/visual ability to operate vehicles and other testing devices. Must be able to read test protocols, properly score student responses, and observe student behavior. Must be able to transport heavy testing equipment and materials between school building sites. Must be able to calmly and properly respond to unpredictable student responses or aggressive behaviors. Employee must possess hearing/speaking ability to communicate with staff, students, families, etc.

Terms of Employment:	In compliance with Negotiated Contract and/or State Law
Salary:	To be established by the Board
Evaluation:	Performance of this job will be evaluated in accordance with Board policy

Approved 3/8/1993
Revised 5/30/2019