Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Psychologist Intern**	FLSA Status:	**Exempt**
Job Family:	**Licensed**	Pay Range:	**T Schedule/BA Step 1**
Prepared/Revised Date:	**January 13, 2026**	Job Code:	**23601**

SUMMARY: Responsible for the delivery of mental health, behavioral, and educational services, under the supervision of a licensed School Psychologist, to create a supportive learning environment for all students. Responsible for, under the supervision of a licensed School Psychologist, conducting formal and informal assessments for students eligible for special education services; providing direct and indirect social/emotional services; consulting and collaborating with special education and general education teachers regarding social/emotional, behavioral, and academic concerns; and participating on building level teams.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

DESCRIPTION OF JOB TASKS
1. Provide: a. Direct and indirect services to students, families, and appropriate staff. b. Consultation to families on interventions. c. Alternative adaptations to address student needs. d. Advocacy for students based on professional and ethical guidelines as well as state standards.
2. Conduct individual psychoeducational assessments based on student need, clearly and concisely communicate test results and educational implications as part of a multi-disciplinary team and maintain all necessary documentation.
3. Develop, plan, prepare, and implement: a. Individual, measurable, long-term, and short-term objectives based on student identified needs. b. Effective working schedule.
4. Apply techniques, strategies, and intervention to enhance/motivate students to meet IEP goals and objectives and evaluate student performance based on IEPs.
5. Teach coping and problem-solving skills through individual and small group counseling, foster student independent function, and encourage opportunities for equitable participation in school programs for all students.
6. Monitor student growth and progress, adapt support as needed, and maintain documentation pertinent to academic, social, and emotional progress and needs of students.
7. Communicate students' progress and needs with parents and other staff as needed.
8. Collaborate: a. With teachers, support personnel, administrators, and colleagues to improve student outcomes. b. With colleagues in team and building-based meetings and discussions.
9. Demonstrate a commitment to: a. Understand, appreciate, and make accommodations for student diversity. b. Include and engage families in the student's education. c. Support all Poudre School District policies, procedures, and expectations. d. Provide personal and professional excellence.
10. Participate in: a. Multi-disciplinary diagnostic and placement teams. b. Department, team, building, and district meetings and discussions. c. Student and/or family conferences and other meetings. d. Social, cultural, interscholastic, and extracurricular activities. e. Professional growth opportunities.
11. Attend work and arrive in a timely manner.
12. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's degree in Psychology required. Current enrollment in School Psychologist preparation program with internship only remaining.
- Experience with students in an educational setting preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado driver's license.
- Valid Colorado Department of Education license or Intern Authorization in-field, required.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Math and accounting skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	0

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	