Job Description
MOORE PUBLIC SCHOOLS

Job Title: **School Psychology Resource Specialist**

Qualifications:

Credentials: Nationally or State Certified School Psychology/Psychometry

Education: M.S. Educational Psychology/School Psychology/Educational Diagnostics/Psychometry or related field

Training/Experience Required: Experience directly related to the screening, assessment, and/or 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 or written): Enhanced communication skills to exchange information, give/receive simple to 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, train and direct others and provide complex instructions to others through consultation, public speaking, and professional presentations.

Data Recording/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. This incumbent will use data to identify students at-risk for academic failure, develop appropriate interventions to target skills, and determine expected student growth rates to measure intervention effectiveness towards goals.

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 iPad and electronically score student responses.

Legal Requirements: Has extensive knowledge of the federal and state laws related to the identification and evaluation of students to determine eligibility of special education services; has knowledge of the latest, evidence-based academic and psychological evaluation intervention and practices to provide improved student services.

Job Goal (Purpose of Positions): The goal of this position is to improve or maintain students' level of psychological functioning and mental well-being to facilitate optimal learning through screening, evaluation and treatment. 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. As part of school-level education teams, the incumbent will identify students at-risk for academic failure who may/may not have disabilities, and design appropriate academic interventions through the Response to Intervention model to monitor academic progress. In addition to the duties described above and required of a School Psychologist/Psychometrist, this position requires the incumbent to provide consultation, training and professional development to other school staff on procedures involving student mental/psychological needs, interventions, services, or supports.

Contact with Others: An incumbent in this position has regular contact by telephone, email, or in-person with the public to determine actual information needed to perform job duties. Job requires interpreting and translating facts and information, explaining situations and issues to support and certified staff, administrators, specialists, students, and families and advising them of appropriate actions; maintains confidentiality and professionalism at all times.

Other Performance Measures: Knowledge of subject matter; cares for and 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. Contributes to effectiveness/quality of district – wide initiatives and progress, 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 customer services as provided by the district; cooperates with other district personnel 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 and may/may not 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; designs, implements, and coaches 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; provides assistance to classroom teachers, administrators, specialists, or other service providers in school-wide initiatives to improve student outcomes.

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 active IEP member. Runs categorical eligibility meetings which involves presentation of evaluation results.

7. Consults, instructs and models to school personnel and parents in recommended 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 student's families.

10. Provides formal/informal in-service and other professional development trainings to administrators, parents, teachers or support staff on various subjects related to disabilities, 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 the various school sites.

12. Attends workshops, trainings, and continuing education opportunities to maintain certification and ensure sharp knowledge of evidence-based academic interventions, comprehensive evaluation procedures, crisis management for students with emotional/psychological disorders, and school-wide initiatives for improved student outcomes, such a Trauma-informed and restorative practices and Positive Behavior Supports.

13. Performs other duties as assigned.

Supervision exercised: An incumbent in this position 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 vehicle 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:	214 days per year
Salary:	Set by Board
Evaluation:	Performance of this job will be evaluated in accordance with Board policy

Approved 05/30/2019