

# SCHOOL DISTRICT OF ESCAMBIA COUNTY

## JOB DESCRIPTION

### SPECIALIST – SCHOOL PSYCHOLOGIST

#### QUALIFICATIONS:

- (1) Specialist's Degree from an accredited educational institution or equivalent, including one (1) year internship.
- (2) Florida Certification as Specialist in School Psychology or School Psychologist.
- (3) Minimum of three (3) years successful teaching or school psychology experience.
- (4) Qualifications may vary from the above requirements to such a degree as the Superintendent and Board determine is necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

#### KNOWLEDGE, SKILLS AND ABILITIES:

Possess an extensive knowledge of psycho-educational theories, assessment methods and professional practices utilized in the area of school psychology. Professional knowledge of human development from birth to twenty-one (21), including the intellectual, emotional, social and academic development of both handicapped and non-handicapped students. Professional knowledge of the theories, principles, practices and techniques of school psychology. Knowledge of applicable federal, state and local statutes, regulations and policies. Knowledge of the District's curriculum scope and sequence for basic, regular, alternative and special education programs. Knowledge of agency programs for school-age students. Ability to direct the referral process by assisting individual and school efforts through facilitation and coordination. Ability to assimilate pertinent data from multiple direct and indirect sources to develop a hypothesis. Ability to communicate findings effectively, both orally and in written reports.

#### REPORTS TO:

Director II –Evaluation Services

#### JOB GOAL

To facilitate the academic achievement, behavioral / social skills and emotional well-being of all students by providing a comprehensive array of psychological services (including consultation, evaluation, conferences, inservice training behavior management, counseling, parent education and interventions) to assigned facilities and referrals in an effective and timely manner and in accordance with professional and ethical standards of education and school psychology.

#### SUPERVISES:

N/A

#### PERFORMANCE RESPONSIBILITIES:

##### Service Delivery

- \* (1) Select, develop or modify psychological assessment materials that identify learning needs of children 0 – 21 (both public and non-public schools) with diverse cultural and socioeconomic background, learning styles and special needs.
- \* (2) Analyze and interpret information to make psycho-educational diagnoses and recommendations regarding needs for ESE services.

## **SPECIALIST - SCHOOL PSYCHOLOGIST** (Continued)

- \* (3) Provide follow-up conferences with parents, teachers and other community professionals to share information and develop alternative instructional strategies.
- \* (4) Evaluate school psychological services.
- \* (5) Seek out new data sources which will provide evidence of student growth and share these findings with teachers, principals and other instructional leaders.
- \* (6) Conduct comprehensive follow-up with tested students to determine the effectiveness and implementation levels of recommendations.
- \* (7) Use extensive professional judgment in assimilating and interpreting psycho-educational findings.
- \* (8) Interpret educational policies, programs and procedures for parents.
- \* (9) Prepare all required reports and maintain all appropriate records.
- \* (10) Advocate for the educational needs and mental health of students and assist others in understanding and accepting the nature of specific abilities and disabilities.
- \* (11) Conduct psychological services in a manner which ensures that student growth / achievement is continuous and appropriate for age group, subject area and student program classification. Indicators may include: case history and follow-up reports, criterion and norm referenced-standardized tests, documented parent interaction reports, student study team reports, student academic and/or discipline records and others deemed appropriate.
- \* (12) Demonstrate knowledge and understanding of a broad curriculum base.

### **Inter / Intra-Agency Communication and Delivery**

- \* (13) Participate in child study team planning strategies or Individual Education Plans (IEPs) to help meet the needs of identified students.
- \* (14) Plan and prepare effective intervention strategies with parents and teachers.
- \* (15) Suggest a variety of realistic and effective intervention strategies for teachers to use with students with different learning styles and special needs.
- \* (16) Assist in early identification of students' school-related problems.
- \* (17) Work effectively with students, parents, colleagues, community agencies and staff.
- \* (18) Provide direct observation and/or crises intervention as necessary.
- \* (19) Implement school-wide training in social skills, functional behavior assessment, CPT, ADHD and other programs.
- \* (20) Recognize overt indicators of student distress or abuse and take appropriate action.
- \* (21) Consult with parents, teachers, administrators and other school staff to facilitate the learning and adjustment of students.
- \* (22) Use effective consultative behaviors.

### **Professional Growth and Improvement**

- \* (23) Conduct inservice training for faculty, staff. Parents and community.
- \* (24) Demonstrate professional growth and continuous improvement of professional knowledge and skills.
- \* (25) Participate in District-sponsored staff development programs and state and national level professional organizations.

### **Systemic Functions**

- \* (26) Prepare and maintain periodic records as required and in a timely manner.
- \* (27) Manage materials and equipment effectively.
- \* (28) Coordinate and implement school-wide and District-wide psychological services and activities, including facilitation of the pre-referral, Child Study Team and the referral process for students.
- \* (29) Use technology effectively.
- \* (30) Manage time efficiently.

**SPECIALIST - SCHOOL PSYCHOLOGIST** (Continued)

**Leadership and Strategic Orientation**

- \*(31) Establish short- and long-range plans designed specifically to support the District's exceptional education plan regarding re-evaluation of ESE students and placement of temporary students' IEP development.
- \*(32) Act in a professional and ethical manner and adhere at all times to the Professional Code of Ethics and Standards of Professional Conduct for educators and for school psychologists.
- \*(33) Mentor new colleagues.
- \*(34) Perform and fulfill professional responsibilities.
- \*(35) Perform other incidental tasks consistent with the goals and objectives of this position.

**PHYSICAL REQUIREMENTS:**

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan.  
Length of the work year and hours of employment shall be those established by the District.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**Job Description Supplement No. 12**

\*Essential Performance Responsibilities

**Professional Salary Schedule – Pay Grade 5**

**Date of Board Approval: August 21, 2001**

**Date of Revision: May 17, 2005**