

## TITLE

## School Psychologist (Lead)

### QUALIFICATIONS

1. Educational Specialist Degree in the field;
2. Certification in school psychology in accordance with state law and the State Board Rules and Regulations and/or licensure by the State Board of Health;
3. Certification in Tennessee as a School Administrator; and
4. Sufficient experience to perform duties.

### JOB GOAL

**To help students derive the fullest possible educational experience from school by promoting their sense of self and by treating any psychological or mental health problems.**

### ESSENTIAL FUNCTIONS

- I. Services to Students
  - A. Evaluation and Assessment
    1. Organize, develop, and implement procedures for comprehensive, system-wide screening and progress-monitoring of SPED students
    2. Select and administer tests which assess intelligence, academic achievement, perception, motor functioning, and/or social and emotional status of students referred
    3. Gather information from a variety of sources (e.g., interview, observations, tests, case histories) for assessment of referred students
    4. Analyze psychological/educational data gathered and prepares assessment reports and re-evaluation summaries for professional staff and others who need them
    5. Complete record reviews for incoming students to ensure that eligibility criteria is met
    6. Complete ROI/gap analysis for SPED students' re-evaluations in order to help the team determine the need for confirmed services
  - B. Counseling and Consultation
    1. Provide individual and group counseling
- II. Services to School Staff
  - A. Planning and Program Management
    1. Plan, coordinate, and supervise an effective school psychological program and effective special education program
    2. Maintain up-to-date, accurate counselee records
    3. Serve as a liaison to a broad range of community agencies and practitioners and work with them in providing comprehensive services to students
    4. Regularly evaluate the effectiveness of psychological services and programs and identifies needs for additional services and programs
    5. Evaluate eligibility IAR reports and supporting documents for finalization and compliance
  - B. Consultation and Communication
    1. Provide information to school staff and parents about educational/psychological strengths and needs of students
    2. Provide support and counseling to school staff
    3. Assist IEP-Team in program planning for students with special needs
    4. Report student status and progress regularly to school personnel
    5. Assist RTI in calculating ROI/gap analysis of Tier 2 and Tier 3 students
    6. Assist in maintaining SPED website information
  - C. Staff development
    1. Assist the school system in assessing staff development needs

2. Provide staff development activities for school personnel on topics such as evaluation/testing, human development and child management
3. Plan, develop, and lead SPED new teacher in-service as needed
4. Develop and maintain the local SPED Procedural Manual

### III. Services to parents

#### A. Consultation and communication

1. Provide information to parents about educational psychological strengths and needs of students
2. Provide support and counseling to parents
3. Assist parents in locating appropriate professional services outside the school when needed
4. Report student progress and status regularly to parents
5. Provide parental training in areas such as child management and human development

### IV. Administration (not more than 10% of the time)

- A. Consult with school and system administration regarding psychological services and special education matters
- B. Assist in budget preparation for psychological services and special education services, as needed
- C. Assist in preparation for psychological services and SPED services, as needed
- D. Supervises other educational personnel, psychological interns, and practicum students, as needed
- E. Assist in Special education TEAM evaluations, as needed
- F. Collaborate with general program supervisors in development and implementation of RTI program
- G. Perform other duties as assigned by the Special Education Supervisor and/or Director of Schools.

### V. Serve as the Assistant SPED Supervisor in the absence of the SPED Supervisor

## PHYSICAL DEMANDS

This job may require lifting of objects that exceed ten (10) pounds. Other physical demands that may be required are as follows:

1. Talking
2. Hearing
3. Seeing

## TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with people beyond giving and receiving instruction.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

## CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.

4. Data Perception: Ability to understand and interpret information presented in the form of charts, graphs, or tables.

## **WORK CONDITIONS**

Normal working environment.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 am and continues through the following Saturday at 11:59 pm).

## **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.