



Job Title: **Specialist – School Psychologist**

Position Description

To perform this job successfully, an individual must be able to perform the essential job functions consistently and to the satisfaction of the employer. Reasonable accommodations may be made for qualified disabled individuals. This job description is not an exhaustive list, as employees may be required to perform duties not specifically designated within this document, at the employer's discretion. The Escambia County School District reserves the right to modify or interpret this job description as needed.

FLSA Status: Exempt
Reports to: Appropriate Supervisor or Designee
Supervises: Appropriate Staff as required
Pay Grade: Professional – 5

APPROVED
ESCAMBIA COUNTY SCHOOL BOARD

JUNE 20, 2017

MALCOLM THOMAS, SUPERINTENDENT
VERIFIED BY RECORDING SECRETARY

JOB SUMMARY

The purpose of this job is 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, in service 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.

ESSENTIAL JOB FUNCTIONS

- Selects, develops, or modifies 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.
- Analyzes and interprets information to make psycho-educational diagnoses and recommendations regarding needs for ESE services.
- Provides follow-up conferences with parents, teachers, and other community professionals to share information and develops alternative instructional strategies.
- Evaluates school psychological services.
- Seeks out new data sources which will provide evidence of student growth and shares these findings with teachers, principals, and other instructional leaders.
- Performs psychological testing and scoring; conducts comprehensive follow-up with evaluated students to determine the effectiveness and implementation levels of recommendations.
- Uses extensive professional judgment in assimilating and interpreting psycho-educational findings.
- Interprets educational policies, programs, and procedures for parents.
- Prepares all required reports and maintains all appropriate records in a secure location.
- Advocates for the educational needs and mental health of students and assists others in understanding and accepting the nature of specific abilities and disabilities.
- Conducts 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.

- Demonstrates knowledge and understanding of a broad curriculum base.
- Participates in Response to Intervention (RTI) planning strategies or Individual Education Plans (IEPs) to help meet the needs of identified students.
- Plans and prepares effective intervention strategies with parents and teachers.
- Consults with teachers and other school personnel.
- Suggests a variety of realistic and effective intervention strategies for teachers to use with students with different learning styles and special needs.
- Assists in early identification of students' school-related problems.
- Works effectively with students, parents, colleagues, community agencies, and staff.
- Provides direct observation and/or crises intervention as necessary.
- Implements school-wide training in social skills, functional behavior assessment, CPT, ADHD, and other behaviorally related areas.
- Recognizes overt indicators of student distress or abuse and take appropriate action.
- Consults with parents, teachers, administrators and other school staff to facilitate the learning and adjustment of students.
- Uses effective consultative behaviors.
- Conducts in service training for faculty, staff, parents, and community.
- Demonstrates professional growth and continuous improvement of professional knowledge and skills.
- Participates in District-sponsored staff development programs and state and national level professional organizations.
- Prepares and maintains periodic records as required and in a timely manner.
- Manages materials and equipment effectively.
- Coordinates and implements school-wide and District-wide psychological services and activities, including facilitation of the pre-referral, RTI Team, and the referral process for students.
- Uses technology effectively.
- Manages time efficiently.
- Establishes 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.
- Acts in a professional and ethical manner and adheres at all times to the Professional Code of Ethics and Standards of Professional Conduct for educators and for school psychologists.
- Mentors new colleagues.
- Conducts program evaluations as necessary.
- Performs and fulfill professional responsibilities.
- Performs other duties as assigned.

MINIMUM REQUIREMENTS

- Specialist's Degree from an accredited educational institution or equivalent, including one (1) year internship.
- Florida Certification as Specialist in School Psychology or School Psychologist.
- Minimum of one (1) year of successful teaching or school psychology experience.
- 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

- Requires the ability to display an extensive knowledge of psychological theories, assessment methods, and professional practices utilized in the area of school psychology.
- Requires the ability to display a 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.
- Requires the ability to display a professional knowledge of the theories, principles, practices, and techniques of school psychology.
- Requires the ability to display a knowledge of applicable federal, state, and local statutes, regulations, and policies.
- Requires the ability to display a knowledge of the District's curriculum scope and sequence for basic, regular, alternative, and special education programs.
- Requires the ability to display a knowledge of agency programs for school-age students.
- Requires the ability to direct the RTI referral processes by assisting individual and school efforts through facilitation and coordination.
- Requires the ability to assimilate pertinent data from multiple direct and indirect sources to develop a hypothesis.
- Requires the ability to communicate findings effectively, both orally and in written reports.

PHYSICAL DEMANDS

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. The work also requires the following physical abilities in order to perform the essential job functions: crouching, fingering, grasping, handling, hearing, mental acuity, repetitive motion, speaking, talking, visual acuity, and walking.

WORKING CONDITIONS

Employees in this position work in a dynamic environment that requires sensitivity to change and responsive to changing goals, priorities, and needs.

Date of Board Approval: June 20, 2017, effective July 1, 2017

Date of Revision: