

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE JOB
DESCRIPTION

Job Title: School Psychologist

Department: Instruction

Grade: 503C

Calendar: 11 months/220 days

Date Reviewed: June 2019

Reports To: Director of Special Populations and Principal

Purpose of Job

Assist school personnel and students in developing effective educational programs, building resilience, and finding solutions for all students, especially those with special needs. The assessment, consultation, and evaluative roles will promote student achievement and contribute to student development as resilient, empowered, and college/career ready adults. School Psychologists will aid in the discipline disproportionality prevention measures.

Essential Duties and Responsibilities:

The following duties are typical for this job. These are not to be construed as exclusive or all inclusive. Other duties may be required and assigned.

Focuses on the manifestation review process as well as school-based professional development/learning for each of their schools.

Leads the manifestation meetings for each of their schools.

Assists in training other certifying personnel regarding manifestation meetings, to ensure compliance until capacity in training is achieved.

Thoroughly reviews each student's psychoeducational evaluation, to include the functional behavior assessment, with all relevant team members prior to the manifestation meeting.

Performs any of the responsibilities listed below, during their summer working dates to be set through collaboration with the special populations district leadership team. The priority will be completing summer evaluations.

Actively participates in a Professional Learning Community by collaborating with colleagues and discussing ways to promote optimal student development.

Participates as a member in data team meetings to assist with skill deficit identification, survey level assessment, intervention and progress monitoring design, and data-based decision-making to allow students to reach their potential.

Consults with teachers and other educational staff to promote positive learning environments, provide strategies for motivating students to engage in the educational process, and support effective instruction at all levels of educational service.

Consults with parents to build home-school connections, teach/promote positive parenting techniques, and connect parents with community resources.

Consults with students to promote self-advocacy, teach problem-solving skills, and assist with goal setting and monitoring of skill attainment.

Observes and evaluates children with learning or adjustment issues through a systematic referral procedure based upon state and federal laws, regulations and guidelines.

Participates as a member of IEP teams, and support teams as necessary, whose purpose it is to develop a total service plan (IEP or Educational Plan), recommending appropriate intervention strategies and educational services necessary for children to achieve optimal educational progress.

Consults with outside service providers (i.e. physicians, counselors, psychologists/psychiatrists personnel of social welfare agencies and/or juvenile court) in accordance with the needs of the student and/or requests of the parent to facilitate collaborative relationships in support of learning.

Prepares and submits psycho-educational reports for purposes of documenting assessment results and providing instructional and/or learning style recommendations.

Prepares, or assists teams in preparation of, functional behavior assessments and behavior intervention plans to promote healthy and productive social, emotional and academic behaviors.

Uses technology as a way to reduce communication barriers with parents, teachers, and community professionals.

Uses technology to enhance delivery of services, including administering and scoring assessment measures, graphing data, using data-based systems and providing resources to school personnel and families to improve student outcomes and meet accountability requirements.

Maintains professional identity by engaging in learning activities to discuss and implement research-based best practices.

Keeps abreast of current research and testing advancements that will optimize student outcomes.

Demonstrates knowledge of, and adherence to, professional ethical standards.

Participates in school-wide prevention programs that promote safe learning environments and implements crisis intervention techniques.

Provides expert in-service training of school personnel in the relevant areas of need.

Performs such other tasks as may be assigned

Minimum Training and Experience Required to Perform Essential Job Functions:

- A Master's degree in psychology with an emphasis in school psychology from an accredited University.

- A valid school psychology certificate issued by the State of Tennessee.
- Successful student teaching experience if applicable.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date