

CORE Butte Charter School

JOB TITLE: School Psychologist

DESCRIPTION OF BASIC RESPONSIBILITIES:

Under direction of the Executive Director, to evaluate the needs of gifted, handicapped and children in need of psychological services in an educational setting; to perform psychoeducational assessments to determine appropriate programs and instructional processes to enable students to achieve maximum achievement and adjustment; to assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; to serve as a resource pertaining to student behavior management and learning strategies, and to do other related functions as needed.

Supervisor: Executive Director

Essential Duties and Responsibilities:

1. Performs a variety of individual psychoeducational assessment and diagnosis of specific learning, emotional and behavioral disabilities.
2. Prepares recommendations pertaining to student remediation, placement in special programs, and educational, emotional and behavioral interventions.
3. Consults and confers with instructional and administrative personnel in the development and implementation of instructional methods and procedures designed to facilitate learning and to overcome learning and behavioral disorders.
4. Participates in pupil evaluation reviews and provides pupil profiles indicating learning strengths and weaknesses.
5. Collaborates with student study teams and other team members in planning special programs, and in the use of remedial instructional materials for students with special needs.
6. Consults with parents to further their understanding of the learning and emotional adjustment processes pertaining to their child.
7. Assists in the development of individual education plans for students with exceptional needs.
8. May pursue evaluation and research activities to determine the effectiveness of the school psychological service program.
9. Assists in identifying school psychological service needs, and provides inservice training concerning assessment interpretation, basic learning styles and child development.
10. Plans and presents, as requested, a variety of management related reports pertaining to school psychological service functions and activities.

11. Serves as a liaison between the school, medical authority, mental health and other child service agencies in concern referrals and referral follow-ups.

Other Duties and Responsibilities

Knowledge of:

1. Principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions;
2. Applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures;
3. Evaluation and research techniques, strategies, and procedures;
4. Curriculum and instructional programs proven to be beneficial to pupils with special learning needs.
5. Social Service and youth service agencies in the local area;
6. Social, emotional, and behavioral characteristics of pre-school and school age students;

Supervision Exercised and Received

Under the immediate direction of the Executive Director / designee with staff assistance from the Special Education Director and School Directors.

POSITION QUALIFICATIONS

Minimum Qualifications

1. Experience and Education

Experience: two years of successful school psychologist experience, or the completion of a successful supervised school psychologist intern program at the elementary or secondary school level

Education: completion of an earned Master of arts or higher degree program in Psychology, counseling and guidance or a closely related field.

2. Personal Qualities:

Appearance, grooming, and personality which establish a desirable example for students. Ability to meet School standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher. Empathy for students with communication problems (academic and emotional) and ability to gain job satisfaction from observing small steps of growth.

BOARD APPROVED: March 13, 2015