

DISTRICT SCHOOL PSYCHOLOGICAL EXAMINER

JD LOCATOR: 2.30.1

Adopted: 7/00

Revised: 4/09

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| REPORTS TO: | Director of Special Services |
| CLASSIFICATION: | Certified |
| FLSA STATUS: | Exempt |
| TERMS OF EMPLOYMENT: | Salary and work year as reviewed and established annually by the Board of Education |
| EVALUATION: | Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of professional staff. |

JOB SUMMARY

To enable students to derive the fullest possible educational experience from school by ensuring:

- (1) appropriate identification of students with disabilities referred to the district student assessment team,
- (2) compliance with district, state, and federal requirements for the implementation of the Individuals with Disabilities Education Act, and
- (3) provides consultation and training on special education concerns.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

Area I – Test Administration

1. Displays competent knowledge of individual assessment approaches, procedures and instruments, and statistics.
2. Develops rapport and relates appropriately and effectively with children under evaluation. Demonstrates adequate knowledge of child and adolescent development.
3. Effectively selects and appropriately administers in a timely manner varied individual tests to students referred for evaluation and reevaluation.
4. Effectively interprets special education disability criteria, individual psychological and educational test data, and diagnostic reports to principals, teachers, parents, support staff, and agency personnel, as appropriate.
5. Is sensitive to and knowledgeable of the challenges of assessment considering the individual diversity of the child, including cultural/ethnic factors.
6. Administers testing, writes reports, and attends staffings for district children referred to the State School for Severely Handicapped.

Area II – Professional Responsibilities

1. Uses time effectively.
2. Attends professional growth activities, maintains current knowledge of trends, requirements, and special education legal and procedural developments. Attends workshops, seminars, or classes, as appropriate. Applies and uses knowledge gained to promote progress in special education area.
3. Maintains current knowledge and compliance with district and state Special Education Compliance Plans and relevant federal laws and regulations. Assists staff with special education compliance.
4. Follows the policies and procedures of the school district.
5. Demonstrates professional responsibilities. Practices in a legal and ethical manner.
 - a. Respects confidentiality of client interviews and records.
 - b. Recognizes limitations. Makes referrals to the appropriate personnel when assessment needs are beyond expertise or boundaries prescribed by the Director of Special Services.

- c. Abides by the APA's Ethical Standards of Psychologists policy.
- 6. Demonstrates interpersonal effectiveness in interactions with administrators, classroom teachers, parents, and special education personnel.
- 7. Stays current with Section 504 guidelines, as modified by the ADA.
- 8. Coordinates testing schedule and program for district assessment team.

Area III – Special Education Consultation, etc.

- 1. Effectively utilizes assessment data provided by professionals in other disciplines in the evaluation of children, using data from counselors, classroom teachers, special educators, related services personnel, medical personnel, and others as appropriate.
- 2. Provides intervention assistance to parents and professionals relative to student learning in and out of IEP team meeting settings. Is able to identify and prescribe appropriate intervention techniques for instruction and behavioral management.
- 3. Consults effectively, providing information to classroom teachers, counselors, other staff members, parents, and appropriate agency personnel which can be utilized in planning programs for children with special needs.
- 4. Plans and presents inservices for district staff, as assigned.

Area IV – Reports and Records

- 1. Maintains accurate files and paperwork for individual students referred, screened, and evaluated, and other diagnostic team-provided, data-based services.
- 2. Identifies the individual needs of the student and recommends appropriate techniques or strategies to assist with programming.
- 3. Analyzes assessment data carefully, writes descriptive diagnostic reports using district format, and submits finished reports to students' building special education coordinator or counselor in a timely manner.
- 4. Communicates effectively orally and in writing. Utilizes jargon, abbreviations, and special terms only when necessary for effective communication.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

- 1. At least two years of successful teaching experience, experience in special education, counseling, or psychometrics.
- 2. A valid certificate as a School Psychological Examiner.
- 3. A master's degree representing intensive coursework in the principles and practice of educational guidance, educational testing and measurement, counseling, the psychology of learning, and statistics.
- 4. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
- 5. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

- 1. Ability to write reports and correspondence consistent with the duties of this position.
- 2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
- 3. Ability to read, analyze, and interpret information.

4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature

Date

Supervisor's

Date