

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

Position/Job Description

SCHOOL PSYCHOLOGIST

QUALIFICATIONS

- Master's Degree, Educational Specialist, or higher, in School Psychology preferred.
- Certification by Florida Department of Education in School Psychology.
- Three (3) years of experience in education or a related field.
- Current Florida driver's license and/or access to transportation.
- Bilingual ability may be required per advertised vacancy specifications.

KNOWLEDGE, SKILLS, ABILITIES

- Knowledge of technology support applications as related to School Psychologist functions (e.g., word processing, spreadsheets, graphing of data, email, scoring software programs, on-line integrated data system, etc.).
- Skill in human interaction and conflict management.
- Effective skills in oral and written communications.
- Ability to plan, organize and prioritize.
- Ability to obtain and maintain certification in SCPS-approved crisis management and physical intervention training.
- Ability to develop and maintain collaborative relationships with school personnel, students, and parents.

SUPERVISION

REPORTS TO Executive Director of Exceptional Student Support Services (ESSS) or designee
SUPERVISES No supervisory duties

POSITION GOAL

To support instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning outcomes for all students by utilizing skills in problem solving, on-going progress monitoring, data collection and data analysis, curriculum-based evaluation, academic/social/emotional/behavioral intervention, psycho educational assessment, consultation and collaboration, program evaluation, staff training and crisis management.

PERFORMANCE RESPONSIBILITIES

1. * Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students.
2. * Utilize skills in problem solving and assessment for intervention to support teachers in meeting the instructional needs of all students.
3. * Conduct functional academic and behavioral assessments that are intervention-oriented and that consider the environmental context of the presenting problems as they relate to the student's capacity to receive and/or benefit from instruction.
4. * Utilize skills in formative and summative evaluation by collaborating with instructional personnel to collect data on student learning and behavioral outcomes that are relevant to the student's presenting problems and that can be used for on-going progress monitoring of students' responsiveness to proven instructional and behavioral interventions.
5. * Implement individual, group, or system-level interventions that are scientifically proven to promote positive academic, social/emotional, behavioral, and independent functioning outcomes.
6. * Assist Individual Education Plan (IEP) teams in the development of meaningful, objective, and measurable IEP goals and support instructional personnel in the progress monitoring of these goals.

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7. * Provide staff development for school personnel on various topics pertinent to meeting the instructional needs of all students (e.g., academic assessment and intervention, progress monitoring, behavioral assessment, classroom management, positive behavioral support, data collection, data analysis, etc.).
8. * Conduct comprehensive psycho educational assessments when requested by Student Study Teams (SST) that yield results that are intervention-oriented, that will facilitate the instruction of a student who is not responding to proven instructional and/or behavioral interventions, that will assist SSTs in determining the student's need for specialized instruction, and that are sensitive to the cultural background of students and families.
9. * Prepare and type formal written psycho educational reports that adhere to the SCPS and ESSS procedures for presenting evaluation and assessment data.
10. * Participate in multidisciplinary meetings to determine the instructional and/or behavioral needs of all students.
11. * Participate in professional development opportunities that are consistent with the goal of this position when requested and approved by the Executive Director of ESSS or designee.
12. * Partner with instructional, non-instructional, and administrative personnel in their support of students who demonstrate aggressive behavior, self-injurious behavior, and/or high-magnitude disruptive behavior.
13. Perform other duties as assigned by the Executive Director of ESSS or designee that are consistent with the goal of the position.

**Denotes essential job function/ADA*

EQUIPMENT / MATERIALS

Computer, printer, copier, fax machine, computer-scoring software, hand-held technology for data collection

PHYSICAL REQUIREMENTS

Heavy Work Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force constantly to move objects.

PHYSICAL ACTIVITY

Sitting	Resting with the body supported by the buttocks or thighs.
Standing	Assuming an upright position on the feet particularly for sustained periods of time.
Walking	Moving about on foot to accomplish tasks, particularly for long distances.
Climbing	Ascending or Moving about on foot to descending ladders, stairs, scaffolding, ramps, poles, etc. Using feet and legs and/or hands and arms.
Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or moving surfaces.
Bending	Lowering the body forward from the waist
Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
Kneeling	Bending legs at knee to come to a rest on knee or knees.
Crouching	Bending the body downward and forward by bending leg and spine.
Crawling	Moving about on hands and knees or hands and feet.
Twisting	Moving body from the waist using a turning motion.
Reaching	Extending hand(s) and arm(s) in any direction.
Pushing	Using upper extremities to press against something with steady force order to thrust forward, downward or outward exerting up to 100 pounds of force.
Pulling	Using upper extremities to drag, haul or tug objects in a sustained motion exerting up to 100 pounds of force.
Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position to position through the use of the upper extremities and back exerting up to 20 pounds of force.
Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.

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Grasping	Applying pressure to an object with the fingers and palm.
Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with the skin, particularly that of fingertips.
Repetitive Motion	Substantial and continuous movements of the wrists, hands, and/or fingers.
Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
Hearing Acuity	The ability to perceive speech and other environmental sounds at normal loudness levels.
Visual Acuity	The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

WORKING CONDITIONS

Indoors & Outdoors	The worker is subject to both environmental conditions. Activities occur inside and outside.
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TERMS OF EMPLOYMENT

PAY GRADE

T7 \$50,270 - \$73,667
District Salary Schedule
Months 10
Annual Days 196
Weekly Hours 35
Annual Hours 1372

POSITION CODES

PeopleSoft Position TBA
Personnel Category 10
EEO-5 Line 41
Function 6140
Survey Code 61420
Job Code 1106M
1106S
1106D

FLSA

Applicable
 Not applicable

Previous Approval Date

BOARD APPROVED

April 14, 2009
November 19, 2002
July 11, 1995

ADA Information Provided by Tim Ulmer, Britt Smith
Position Description Prepared by Tim Ulmer, Britt Smith