

## Union Public Schools Job Description

**Position Title:** School Psychologist  
**Department:** Special Education/Teaching and Learning  
**Reports To:** Director of Special Services

**FLSA Designation:** Exempt

**SUMMARY:** School Psychologists support students' learning, social development, and mental and behavioral health using problem solving, assessment, data-based decision-making, and the delivery of evidenced-based interventions. School Psychologists promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery. School psychologists collaborate and consult with educators, families, and other professionals to help create safe, healthy, and supportive learning environments for all students. School Psychologists provide comprehensive evaluations in accordance with state and federal policy and procedures to inform eligibility decisions for the specially designed instructional services available through special education.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

- Participates meaningfully in building level community learning environments to assist with the process of identifying at risk students and the skill deficits.
- Evaluates the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to interventions, and to collect data on student behavior and/or responses to intervention.
- Conducts comprehensive psychological evaluations of students suspected of (1) having an education-related disability that (2) adversely affects educational progress, AND (3) may need individually-designed instructional support.
- Consults and collaborate with colleagues, students, families, and other stakeholders to promote effective implementation of services.
- Interprets psychoeducational evaluation reports to school personnel, other concerned professionals, parents and students.
- Participates, as needed, in the construction of the student IEP with meaningful goals and objectives which represent the students academic and /or behavioral needs.
- Strives to maintain and improve professional competence.
- Works well with both supervisors and other members of the team.
- Maintains consistent and punctual attendance.
- Performs other duties assigned by supervisor or administrator.

**SUPERVISORY RESPONSIBILITIES:** School psychologists may be asked to supervise paraprofessionals responsible for implementing interventions for at-risk students. School psychologists may also be asked to supervise school psychology practicum students.

**QUALIFICATION REQUIREMENTS:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:** Qualified applicants will have completed an accredited graduate degree program at the specialist-level (e.g., Ed.S., M.A. + CAGS; M.A. + CAS; M.S./M.A.) or

higher requiring a minimum of 60 graduate semester hours of study and a 1200 hour supervised internship in School Psychology, with a minimum of 600 hours in a school setting. Or maintain an Oklahoma Certification for School Psychology.

**CERTIFICATES, LICENSES, REGISTRATIONS:** Valid Oklahoma Teaching Certificate with one or more Special Education Endorsements.

**Special Note:** School psychologists who hold the National Certification in School Psychology (NCSP) in addition to the required state certification/licensure, are encouraged to apply.

**LANGUAGE SKILLS:** Qualified applicants will possess good oral and written communication skills, organizational skills, problem solving, and consultation and collaboration skills. Oral and written communication is required for sharing information with staff and parents.

**OTHER SKILLS and ABILITIES:** Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form. Ability to perform duties with awareness of all District requirements and Board of Education policies.

**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 occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and depth perception.

**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.*

The ability to maintain emotional control under stress and work with multiple deadlines, a variety of people and personnel, and frequent interruptions is required. The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day and location.