

SACRAMENTO COUNTY OFFICE OF EDUCATION

CLASSIFICATION TITLE: Psychologist

DEFINITION

Provides direct psycho-educational services to students, parents, instructional staff and administration; works cooperatively with other professionals, specialists, and appropriate agencies in assigned areas to implement state laws and State Department of Education and Sacramento County regulations relating to special education programs.

DIRECTLY RESPONSIBLE TO

Director of Educational Services

SUPERVISION OVER

Clerical and professional personnel as assigned including psychologists in training, psychologist interns, and orientation of new psychologists.

DUTIES AND RESPONSIBILITIES (Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Student Assessment

Conducts psycho-educational assessments to determine student need and makes recommendations regarding eligibility for programs. Interprets information from current and prior observations, assessments, and records.

Conferences, Consulting, Counseling

Consults/discusses with professionals from other agencies, teachers, and administrators in matters relating to student or classroom concerns, or intervention plans; conducts conferences with students and staff as needed; meets with parents to discuss results of psychological evaluation and effects on child; provides counseling to students and/or parents (group or individual family on short-term basis); develops behavior management programs with teachers; recommends appropriate intervention procedures for classroom groups, individual students and parents; works with student counseling groups to facilitate students' growth in interpersonal relationship skills; conducts teacher training by demonstration and by assisting teachers in implementing intervention plans; participates in staff conferences on student programs, placement, behavior and growth; meets with principals to report/update current status of referrals.

Inservice

May provide inservice to other staff and parents regarding appropriate intervention techniques for use with students who develop problems within the home, school and/or community; may inservice teachers and administration regarding interpretation of test data and results.

Meeting Participation

Attends individual education program (I.E.P.) meetings and is frequently asked to "chair" such meetings; shares results of evaluations, makes recommendations regarding programs and interventions and assists in making decisions regarding placement; participates in child study meetings to explore alternatives and make recommendations; attends meetings with other agencies' personnel involved with the student, with other support staff, and with teachers, as needed; attends regularly scheduled staff meetings with the director of educational services.

Interpretation and Application of Appropriate Laws

Reviews regularly the current laws, proposed legislation drafts, and the county policies and regulations governing the special education programs, eligibility for participation, assessing of students, etc.; when applicable, participates in meetings, workshops, legislative hearings relating to changes affecting special education matters, advises district administrators on laws affecting special education, attendance, child welfare, etc., as appropriate.

Professional Growth and Development

Utilizes current literature and attends conferences and workshops to maintain knowledge of research, new test instruments and counseling techniques, and other information pertinent to education.

Curriculum Involvement

Plans and develops student individual education program (I.E.P.) in accordance with legal requirements; assists individual teachers in the modification of curriculum and the selection of appropriate instructional materials and classroom assessment tools; ensures that appropriate types and levels of materials are used with students who have been assessed or observed; prescribes and recommends appropriate teaching strategies and specific materials based on assessment and/or observations of individual students; works directly with students in a training mode.

Intern Supervision (as appropriate)

Advises and assists interns in the following areas: the appropriate interpretation of test results, choice of appropriate assessment instruments and techniques, developing schedule and orientation to assignment, compiling data, developing and discussing reports; developing counseling techniques with students, parents, and teachers; developing skills of interfacing with administration, staff, and outside agencies; evaluating intern for district and for university, including meeting with university personnel; observing intern at assigned location; meets with interns regarding concerns about assignments, duties, etc.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a valid credential authorizing the responsibilities of Psychologist, such as

- o School Psychologist
- o General Pupil Personnel with psychology authorization
- o Pupil Personnel Services with psychology authorization
- o Standard Designated Services/Pupil Personnel with psychology authorization

In addition, preference will be given to those candidates who also possess a valid credential to teach in special education.

Knowledge, Skills, and Abilities

Knowledge of: behavioral management techniques and a variety of teaching strategies that can be used to remediate deficiencies and take advantage of strengths; skills to model teacher/student interaction and the ability to role-play as needed; the learning modes of the child in order to advise specific and appropriate curriculum materials and teaching strategies to assist the district in curriculum development; thorough knowledge of the various assessment instruments, their purposes and uses, how to administer individual tests appropriately; statistical knowledge to determine the reliability and validity of test instruments, and the capability of making accurate interpretations of test results; and willingness to keep current in, the laws and regulations of special education and of child welfare and attendance; knowledge of appropriate legal requirements of reports.

Ability to: effectively analyze, synthesize, interpret, communicate and present data from a variety of sources in appropriate, understandable language to both lay persons and professionals, verbally and in writing; state findings with confidence, express opinions and recommendations clearly, concisely, effectively to a variety of persons under varying conditions; establish rapport with a student, to cooperate with peers in developing coordinated plans and schedules; interpret and make recommendations based on analysis of all pertinent data, and make determinations of a child's eligibility for special education, and possess knowledge of appropriate referral and resource agencies in the community.

Skills to: develop goals and objectives for individual students; present effective inservice on needs assessment of staff and parents; evaluate an intern's effectiveness and to communicate strengths and weaknesses in a positive, helpful way. Instructional and group leadership skills to chair and/or facilitate meetings as needed. Willingness to identify areas of deficiency and seek appropriate professional growth experiences for self-improvement.

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Physical Characteristics (Consideration will be given to reasonable accommodation for the following physical requirements):

Sufficient vision to read printed materials; sufficient hearing to conduct in-person and telephone conversations; sufficient mobility to move about an office and various sites; ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups.

Other Characteristics

Possession of a valid California driver's license.

Unit modification to Pupil Services Association effective 10/4/82

Revised 10/2/85

Approved by County Board 10/7/85

Unit modification to management team effective 10/8/85