



School Psychologist Job Description

Terms of Employment

190 work days – salary and work year established by the Board of Education and Grayslake Education Association Collective Bargaining Agreement

Evaluation

Performance will be evaluated in accordance with the District 127 Teacher Evaluation Plan

District 127 Mission Statement

Students engage in challenging tasks in which they draw upon personal strengths and diverse experiences, create meaningful connections, and develop innovative problem-solving skills. With the confidence and character gained from these experiences, students pursue their individual passions and participate responsibly and effectively in their communities.

Primary Function

School psychologists oversee the academic, physical, social and emotional well-being of their students. School psychologists will consult with appropriate school personnel in order to meet the needs and enhance the achievement of each student.

Organizational Relationships

The school psychologist reports directly to the Building Administration.

Qualifications

- Illinois State Board of Education School Support Personnel Licensure with an endorsement in School Psychology
- Ability to understand and carry out oral and written directions
- Ability to visually supervise students, and assess situations for safety concerns
- Ability to exercise sound judgment in making decisions regarding the safety and welfare of students
- Ability to perform assigned duties and tasks with a minimum of direction

- Ability to maintain effective public, student, and co-worker relationships
- Ability to physically move about the school building and work environment
- Ability to speak, write, read, and understand English

Performance Responsibilities 1. Planning and Preparation

1a. Demonstrates knowledge of Legal and Theoretical Psychological Services and Current Best Practices in Education and School Psychology

The School Psychologist demonstrates knowledge in foundations of school psychology and state and federal regulations.

1b. Demonstrates Knowledge of Child and Adolescent Development, Learning Theory, Psychopathology, Cultural Diversity, and Special Education

The School Psychologist demonstrates knowledge of child and adolescent development, learning theory, psychopathology, cultural diversity, and special education.

1c. Setting Goals for Psychology Services That are Appropriate For the Setting and the Diverse Needs of the Students

The School Psychologist sets goals for direct and building-wide psychology services based on the needs, developmental level, and diversity of the student(s).

1d. Designs Interventions and Instructional Supports Using Appropriate Resources The School Psychologist designs evidence-based academic, behavioral, and social/emotional interventions/supports that meet the needs of the target student(s).

1e. Demonstrates Knowledge of a Variety of Assessment Instruments and Identifies Measures That are Able to Evaluate Educational Problems and Progress

The School Psychologist demonstrates knowledge of a variety of assessment instruments for systems, groups, and individuals that evaluate interventions and student progress.

2. School Environment

2a. Creating an Environment of Respect and Rapport

The School Psychologist creates an environment that is safe, accessible and inviting; designed to appeal to the population served.

2b. Works Towards Establishing a Positive Culture and Climate Throughout the School

The School Psychologist promotes a culture for positive mental health throughout the school.

2c. Organizes Physical Space, Manages Referrals and Uses Time Effectively

The School Psychologist adheres to building and district referral procedures, organizes the physical environment, sets priorities and uses time effectively.

2d. Manage Student Behavior Through Collaboration, Behavioral Interventions, and Direct Services

The School Psychologist collaborates with teams that develop behavioral intervention plans and works effectively with students. Behavioral interventions and services are developed with consideration given to data collection and progress monitoring.

3. Delivery of Service

3a. Demonstrates the Ability to Effectively Communicate with Students at their Developmental Level

The School Psychologist communicates with students using developmentally appropriate language.

3b. Utilizes Data-Based Decision Making and Progress-Monitoring to Drive Student Instruction, Interventions, and Services

The School Psychologist uses data to help make instructional decisions, demonstrates knowledge of legal requirements, and evidence-based interventions. School Psychologist regularly participate in the problem-solving process.

3c. Implements Evidence-Based Practices and Interventions That Develop Students' Academic, Social, and Life Skills

The School Psychologist is involved in consultation about evidence-based academic, social, behavioral, and life-skill interventions and provides and implements these interventions for Tier 2 and Tier 3 students.

3d. Administers and Interprets the Appropriate Observations and/or Assessment Instruments in Order to Determine the Type of Specialized Services That are Warranted

The School Psychologist selects and administers assessments that are appropriate to the student's age, needs and deficits, and is able to interpret evaluations and prepare reports that are based on current guidelines.

3e. Demonstrates Flexibility and Responsiveness During Interventions, Assessments, and Direct Services

The School Psychologist makes revisions in instruction and intervention at the systems-, group-, and individual-level using sound data-based decision making practices.

4. Professional Responsibilities

4a. Reflects on Services and Practices

The School Psychologist makes suggestions as to how services for students might be improved.

4b. Maintaining Accurate Records and Documentation

The School Psychologist's records and documentation adhere to district and legal mandates. Records are used to guide practice and document services.

4c. Communicates Effectively With Parents, School Staff, and Community Agencies

The School Psychologist communicates with parents, staff, and community agencies through a variety of modalities.

4d. Grows Individually and Collectively as a Professional

The School Psychologist seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The School Psychologist welcomes feedback from supervisors and colleagues.

4e. Showing Professionalism Including Engaging in Legal, Moral, Ethical, and Professional Practices

The School Psychologist displays a high-level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

4f. Professional Commitment

The School Psychologist has good attendance and regularly participates in all staff, department, and committee meetings in addition to other school/district events.

FLSA Status: exempt