

*COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59  
Elk Grove Township Schools*

**ASSIGNMENT: School Psychologist**

**GROUP: Certified**

**FLSA STATUS: Exempt**

**DEPARTMENT: Educational Services**

**LICENSE REQUIREMENT: Professional Educator License endorsed in School Psychology**

**TERMS OF EMPLOYMENT: 198 days**

**REPORTS TO: Building Administration supported by the Educational Services Team**

**Job Goal:** The School Psychologist advocates for the quality of learning and social experiences for all students. In addition to providing feedback on the learning environment and assisting in the development and actuation of a positive school climate, the school psychologist conducts screenings and evaluations to identify the academic and social/emotional needs of students. School Psychologists work as part of the school student service team. School psychological services shall be utilized to assist in the process of developing conditions for learning to optimize the development of all children. Emphasis shall be placed on prevention as well as rehabilitation through indirect or direct services. This position requires flexibility in assignments based on the needs of students in the district.

**Qualifications:**

- Professional Educator License endorsed in School Psychology
- Must work effectively and demonstrate exemplary interpersonal skills in dealing with students, staff members, and parents.
- Must have the ability to travel to/from various locations in the district as needed.

**Duties & Responsibilities:**

- Assists teachers, parents, and principals in the development of productive learning opportunities, which recognize individual needs and differences.
- Works with the whole classroom as needed to foster development in academic and social/emotional skills that impact the whole child.
- Participates in special projects such as curriculum planning, implementation, and program evaluation.
- Participates in teacher in-service training in such areas as instructional strategies, data driven decision making, supporting parents, communication skills, alternative teaching strategies, supporting students/families in crisis, behavioral management, discipline, etc.
- Conducts parent study groups and participates at school open houses.
- Assists in the identification, evaluation, and/or planning for gifted children.
- Consults with staff from a variety of schools and programs
- Assists the building principal, teachers, and other student service team members regarding the retention or promotion of students.
- Consults with teachers on a regular basis to assist with behavior and/or curriculum problems.
- Provides the teacher with practical, workable techniques that can be used to maximize the child's performance and adjustment.
- Assists teachers in their contact with parents as needed.
- Assists the special education teachers with developing support systems for students

- Provides parents with practical techniques to use at home and connections to community resources
- Acts as liaison between the home and school as needed. Counsels with parents in regard to their children's unique needs
- Supports the implementation of Multi-Tiered Systems of Support
- Serves as an LEA Representative when appropriate
- Refers parents to appropriate outside agencies.
- Obtains and interprets psychological information on children transferring into the district.
- Provides individual or small group, short-term counseling or therapy for children as needed.
- Monitors the progress of children placed in special education programs.
- Participates in the screening of all district children to identify those in need of further evaluation.
- Identifies children early so that their problems may be remedied as soon as possible so the amount of intervention needed may be minimized, or if placement is needed, it will be for a shorter period of time.
- Aids school personnel and parents in identifying and referring children they suspect have significant learning or emotional problems.
- Gathers background information about children through interviews and observations in their school environment.
- Evaluates children with appropriate instruments, administering, scoring and interpreting: individual nondiscriminatory intelligence tests, instruments to assess personality and social functioning, tests of sensory-motor functioning, tests of academic functioning, and scales of adaptive behavior.
- Shares information in an understandable way with parents, school personnel, and community agencies where appropriate.
- Uses evaluations in multidisciplinary staff conferences to determine special education programming.
- Makes positive and specific recommendations for school and home.
- Writes relevant and comprehensible reports designed assist in improving learning for individual students.
- This list of essential job functions is not exhaustive and may be supplemented as necessary by the principals or Assistant Superintendent for Educational Services.

## **CORE COMPETENCIES**

- Highly ethical and able to maintain confidentiality.
- Demonstrates professional conduct at all times.
- Committed to continuous improvement and data based decision-making.
- Displays quality work through accuracy and attention to detail.
- Demonstrates the ability to work collaboratively and coordinate a variety of teams
- Demonstrates the ability to work effectively with parents and community organizations
- Effective written, verbal, and technology based communication skills.
- Works effectively and productively as a member of a team.
- Exhibits a service orientation.
- Demonstrates technology skills as required by job responsibilities.
- Excellent attendance and punctuality.

### **Physical Activity Requirements**

- Routine physical activity associated with normal school environment.
- While performing the duties of this job, the employee is regularly required to speak and hear to exchange information.
- The employee is frequently required to stand and walk. The employee is occasionally required to sit; climb and balance; bend at the waist, stoop, kneel, and perform work which involves occasional lifting, pushing and or pulling of objects up to 20 lbs.
- Specific vision abilities required by this job include close visual acuity, preparing and analyzing data, viewing computer, extensive reading.

**EVALUATION: Building principal with the input of the Educational Services Leadership Team**

07/16