



Preparing Students to Be Successful for Life

Assignment	School Psychologist Intern	Terms	198 Days
Department	Educational Services		
Group	Student Teacher / Intern	FLSA Status	Exempt
License	Current Enrollment in a School Psychology Program at an Accredited College/ University		

Position Objective: The School Psychologist Intern 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 Intern conducts screenings and evaluations to identify the academic and social/emotional needs of students. Under the guidance of the School Psychologist, the School Psychologist Intern works as part of the school student service team. School psychological intern 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.

Required Qualifications:

- Current enrollment in a School Psychology Program through an accredited college/university
- 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

Performance 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 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.
- Assists in the identification, evaluation, and/or planning for gifted children.
- 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
- 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.

- 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.
- Gather 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 to 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
- 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
- Commits the necessary time and effort to meet professional responsibilities

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 monitors, extensive reading