

School Psychologist Position Description Gallatin Madison Special Education Cooperative

JOB TITLE: School Psychologist
REPORTS TO: Special Education Director

SUMMARY: The itinerant School Psychologist is responsible for providing services to assigned member Districts of the Gallatin-Madison Special Education Cooperative in alignment with the mission and values of the Cooperative and their scope of practice. Primary function is related to the identification of students with disabilities under the IDEA and Montana rules and regulations. Those services include working collaboratively and effectively with the Cooperative staff, general education and resource teachers, principals, and other administrators, community agency representatives, and parents.

PERFORMANCE STANDARDS:

Data-Based Decision Making and Accountability: Demonstrates knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- Participate in collaborative school team problem solving process (RtI/MTSS model)
- Systematically collecting data from multiple sources and using ecological factors as the context for all assessment and intervention decisions.
- Using assessment data to understand students' problems and to implement evidence-based instructional, mental, and behavioral health services.
- Conducting valid and reliable assessments for the purpose of identifying student's eligibility for special education services, educational implications, accommodations and modifications to promote student success in the least restrictive environment.
- Review and help Evaluation Report teams interpret and consider educational implications of assessments provided by parents from private medical doctors, mental health professionals, and specialists
- Prepares materials and writes reports for manifestation determination hearings.

Consultation and Collaboration: Demonstrates knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services.

- Uses a consultative problem-solving process for planning, implementing, and evaluating all instructional, and mental and behavioral health services.
- Facilitates effective communication and collaboration among families, teachers, community providers, and others.
- Uses consultation and collaboration when working at the individual, classroom, school, or systems levels.
- Advises team members and/or develops appropriate behavioral goals, collaborates in the design, implementation and interpretation of data (e.g. IEP goal, behavior plan).

Interventions and Instructional Support to Develop Academic Skills: Demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes. Demonstrates knowledge of evidence-based curricula and instructional strategies.

- Promotes the use of instructional strategies for diverse learners and to meet individual learning needs.
- Collaborates with school teams to that provide evidence-based interventions to improve student engagement and learning.
- Using assessment data to develop and implement evidence-based instructional strategies that will improve student performance.
- Works with other school personnel to ensure attainment of state and local benchmarks for all students.

Interventions and Mental Health Services to Develop Social and Life Skills: Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health.

- Provides a continuum of mental and behavioral health services, including individual and group counseling, social/emotional and behavioral special education services, positive behavioral interventions, and education of school teams.
- Facilitates, designs and delivers curricula to help students develop effective skills, such as self-regulation, planning, organization, empathy, social skills, and decision making.
- Uses systematic decision-making to consider the antecedents, consequences, functions, and causes of behavioral difficulties, designs and assists in implementation of Behavior Intervention Plans.
- Develops and implements behavior change programs at individual, group, classroom, and school-wide levels.

School-Wide Practices to Promote Learning-Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health.

- Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services.
- Collaborating with other school personnel to create and maintain a multi-tiered continuum of services to support academic, social, emotional, and behavioral goals for students.
- Advocating for policies and practices that promote positive school environments.

Preventive and Responsive Services-Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

- Uses knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence.
- Develops, implements, and evaluates prevention and intervention programs that address precursors to severe learning and behavioral problems as part of a collaborative school problem solving team.
- Participates in school crisis prevention and response teams.

Family–School Collaboration Services-Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools.

- Collaborates with and engages parents in decision making about their children.
- Promoting respect and appropriate services for cultural and linguistic differences.
- Promotes strategies for safe, nurturing, and dependable parenting and home interventions with parents as partners.

Diversity in Development and Learning- Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

- Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services.
- Using a problem-solving framework for addressing the needs of English language learners.
- Promoting fairness and social justice in school policies and programs.

Research and Program Evaluation-Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- Using research findings as the foundation for effective service delivery.

- Using techniques of data collection to evaluate services at the individual, group, and systems levels.
- Assisting teachers in collecting meaningful student data.
- Applying knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.

Legal, Ethical, and Professional Practice-Demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

- Remains knowledgeable about ethical and professional standards, and legal regulations.
- Collaborates with Special Education Director in assisting administrators, other school personnel, and parents in understanding regulations relevant to special education.
- Engages in professional development and life-long learning.
- Uses supervision and mentoring for effective practices.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each performance standard, or 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.*

Educational Preparation and Licensure:

Master's degree in School Psychology and completed supervised internship

Class VI School Psychologist Specialist Certification for Montana

Individuals eligible for Montana Class V endorsement will be considered and provided with on-site supervision for required clinical experience

Communication Skills: Ability to communicate clearly and concisely both in oral and written form. Communicate effectively orally. Interpersonal skills, which will foster positive relationships with students, parents, teachers, and administrators. Ability to read, analyze and interpret periodicals, professional journals, technical procedures, or governmental regulations. Ability to generate comprehensive professional reports that meet State and Federal compliance and Cooperative best practice expectations. Be able to explain the results and implications of a variety of assessments to parents, teachers, and administrators.

Reasoning Ability: Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to interpret an extensive variety of technical instructions. Ability to apply knowledge of current research and theory in specific field. Attention to detail to meet compliance deadlines, and attention to prompt completion of assigned responsibilities. Plan work schedule to allow sufficient time for planning, report writing and record completion and travel.

Physical Demands: While performing the duties of this job, the employee is frequently required to sit and occasionally walk or stand. Specific vision abilities required by this job include close vision, and the ability to adjust focus. The noise level in the work environment is usually quite but varies when visiting member district buildings or participating in meetings and professional development. The position requires meeting deadlines with severe time constraints, interacting with the public and staff, irregular or extended work hours and extensive travel.