



Job Title: School Psychologist Intern
Department: Special Education
Reports To: Director of Special Education
FLSA Status: Exempt
Salary Schedule: ES lane 03

SUMMARY

The School Psychologist Intern will function under the direction of the fully credentialed and experienced School Psychologist, the Cone Site Coordinators, and the District Behavior/School Psychologist Team Leader. The School Psychologist Intern works through the principal and assigned special education case manager in various schools in the District, offering their services to teachers, students, and parents. The School Psychologist Intern will be responsible for the implementation of district programs for the Special Education Department while performing the below listed essential duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.

Administers psychological and educational tests, and other assessment procedures.

Interprets assessment results during eligibility and IEP meetings so is to facilitate team decisions.

Obtains, integrates, and interprets information about student behavior and conditions relating to learning.

Consults with other staff members in planning school programs to meet the special educational needs of students as indicated by psychological tests, interviews, direct observation, and behavioral evaluations.

Plans and manages a program of psychological services, including psychological counseling for students and parent(s), and behavior services under the direction of the District Behavior/School Psychologist Team Leader.

Assists in developing positive behavior intervention strategies.

Serves as a member of the teacher assistant team at their school(s).

Attends monthly School Psychologist PLC meetings and other school and district meetings as assigned.

Establishes and maintains a professional and productive relationship with colleagues, school administration, school personnel, district personnel, and parents.

Maintains ongoing documentation of services using online logs and online Medicaid Tracking system, assessments administered, and student progress on IEP goals and behavior plans (as applicable).

SUPERVISORY RESPONSIBILITIES

If applicable, this position supervises the Assessment Technician under the direction of the School Psychologist.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS *To perform this job successfully, an individual must be able to perform each 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. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Frequent travel to School District offices, buildings, classrooms and grounds are necessary. It is expected that the School Psychologist Intern will communicate with school staff, case managers, parents, administrators, colleagues, and others with efficiency, organization, and promptness in coordinating student services.

School Psychologist Interns are expected to maintain regular in-person, on-site visits with regard to meetings, collaboration, and fulfilling other assigned duties and responsibilities. School Psychologist Interns are expected to prioritize on-site visibility and availability to school staff and others as necessary.

School Psychologist Interns are provided a working environment or work space to complete “office related” tasks including, but not limited to report writing, telephone calls, computer related tasks, and other matters. School Psychologist Interns are expected to be in their assigned areas and utilize these locations and supplied facilities. Working from a non-designated location would be inappropriate and unacceptable.

Ability to establish and maintain productive working relationships with staff, colleagues, and the general community

Ability to work on multiple tasks and prioritize appropriately. Ability to complete assigned tasks with minimal supervision. Ability to organize office settings and work environments to efficiently accomplish tasks.

Ability to use correct and appropriate grammar, sentence structure and spelling. Ability to compose clear, concise and accurate written and verbal communication, messages, and written reports, evaluations, etc.

Ability to use computer technology efficiently including Google Drive, word processing, presentation software, online IEP/Medicaid applications, assessment software, Microsoft Office software applications, etc.

Ability to appropriately handle confidential information in accordance with District policies.

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from management, public groups, and/or the WCSD School Board.

Ability to work with applicable mathematical concepts. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to perform mathematical operations using units of American money.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

EDUCATION and/or EXPERIENCE

Bachelor’s Degree in School Psychology, or related field from an accredited program. Must meet all university requirements and obtain approval from the designated university program Clinical Coordinator/Director to begin clinical internship hours.

CERTIFICATES, LICENSES, REGISTRATIONS

Must be eligible for a Letter of Authorization request to obtain a temporary Utah School Psychologist License.

PHYSICAL DEMANDS *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to use hands to handle, or feel, and talk or hear. The employee frequently is required to stand, walk, and reach with hands and arms. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.

Prepared By: Director of Special Education			Date: 5/8/2012
Approved By: Executive Director, Human Resources			Date: 5/10/2014
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: Director of Special Education	Date: 6/23/2014
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: HR Position Management Specialist	Date: 1/8/2016
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: Director of Special Education	Date: 1/25/2017
<input type="checkbox"/> Review	<input type="checkbox"/> Revised	By:	Date:

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	