

School Psychologist

Qualifications: Professional Educator License: Endorsement of School Psychologist

Supervisor(s): Director of Special Education, Assistant Director, and Coordinators

Function: The School Psychologist understands the philosophical, historical, and legal foundations of special education. The School Psychologist understands how students differ in their approaches to learning; creates learning/skill building opportunities that are adapted to diverse learners; understands planning; and designs services based on knowledge of the discipline, student, community, and curriculum goals; of all students ages three through twenty-one.

Responsibilities:

A. Professional Knowledge and Application

- Demonstrates knowledge of current federal and state legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized healthcare and assistive technology, to individuals with all types of disabilities across the age range.
- Demonstrates extensive skill and knowledge in the area of School Psychology, maintaining extensive knowledge of principles, theories, methods of practice, with application within the educational setting, holding necessary certificate or license.
- Understands issues in definition and identification procedures for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Seeks additional knowledge of the continuum of services to best meet student needs while actively participating in problem solving to support the development of appropriate placement recommendations.
- Understands effective instructional strategies and resources for teaching the scope and sequence in the academic, communication, social, and vocational curricular domains in the general curriculum.
- Develops short and long-range plans consistent with curriculum/personal goals, learners' diversity, and learning theory developed through collaboration with administration and teachers.
- Knowledgeable regarding sources for specialized materials, equipment, and assistive technology for individuals with disabilities and the use of adaptive equipment for students with disabilities.
- Prepares and utilizes assessment methodologies have been adapted for individual students as appropriate including physical/emotional/social/behavioral adaptations to meet a student's individual needs, incorporating multiple sources of evidence and clear recommendations for improving services on an on-going basis.
- Demonstrates utilization of a wide range of psychological protocols/instruments to evaluate students and can identify when appropriate to use.

- Seeks and maintains specialized knowledge or skills in understanding/interpreting/using data in educational decision making to have positive student-based outcomes within the educational setting.
- Demonstrates Extensive knowledge of school and community resources available to assist students and families; while actively sharing knowledge of resources with other colleagues

B. Delivery of Service and Practices

The School Psychologist understands the central concepts and methods of inquiry; uses a variety of assessment strategies to develop and encourage students' development of academic, interventional, behavioral, and social-emotional performance skills. The School Psychologist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students ages three through twenty-one.

The School Psychologist:

- Understands characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning; with knowledge about the impact of language disorders, processing deficits, intellectual cognitive abilities, behavioral/emotional/social disorders, and physical (including sensory) disabilities on learning and behavior.
- Implements strategies to develop a longitudinal, outcome-based curriculum with the identification of priorities, including social, language, academic and vocational skills across life skill domains (i.e., domestic, recreation/leisure, vocational, and community). Proactively secures the necessary permissions and communicates to parents in a highly responsive manner; including those associated with individuals from culturally and/or linguistically diverse backgrounds.
- Effectively leads and implements Response to Intervention (RtI) ideals that supports students; utilizes appropriate progress monitoring tools to gauge student achievement individually; understanding these assessment procedures are an on-going process and efficient data collection and analysis will identify student needs. These records are accurate and legible, well organized, and stored in a secure/confidential location.
- Utilizes assessment as an educational process and how to analyze/interpret information obtained from standardized tests including age/grade scores, standard scores, percentile ranks, stanine measures of central tendency, standard deviations, and standard error of measurement. Inclusive of using data measures in the development and implementation of interventions.
- Researches and selects from a wide variety of assessments that are most appropriate and communicates with colleagues to ensure that they fully understand and comply with procedures and guidelines.
- Understands and effectively utilizes computerized web-based systems for documentation procedures/communication, goal development and modification, progress monitoring,

performance assessment, accommodations/modifications, program supports, documentation of service minutes and overall IEP information.

- Develops comprehensive plans for students, finding ways to creatively meet student needs and incorporates many related elements.
- Assumes leadership role to promote services to students and their families within the context of multicultural/multi-socioeconomic understanding and competence that enhances families' support of students learning experiences with continual support in assisting school personnel to develop multicultural understanding.
- Proactively advocates and establishes respectful partnerships with families, students, and groups utilizing a multi-leveled approach developed upon high degree of rapport, comfort and trust.
- Assists students and their families in gaining access to formal and informal school and community resources; identifies and differentiates appropriate resources with established follow-up activities to facilitate effective utilization of resources.
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C. Collaborative Relationships

The School Psychologist understands his or her role as a professional, establishing high standards of reciprocal collaborative relationships with students, families, community and educational personnel, and provides continual leadership in development of relationship building. The School Psychologist understands self-reflection, the importance of active participation in problem solving teams; importance of the development of programs or systems of care that support and enhance the health, social and emotional well-being, and safety of students.

The School Psychologist:

- Works collaboratively with community agencies and outside therapists for students when appropriate and understands the reciprocal relationship of sharing confidential information with these individuals.
- Initiates consultation with school personnel, parents/guardians, and community partners and actively engages others in the problem-solving process for the purpose of enhancing student needs and developing effective interventions.
- Continually assesses and takes a leadership role in communicating to problem solving on such issues as attendance, diversity, mental health, suicide prevention/awareness, behavior management, delinquency, crisis intervention, homelessness, child abuse, neglect, and the importance of confidentiality; with staff to best meet the needs of students.
- Initiates and supports activities to overcome institutional barriers and gaps in services as leaders and members of interdisciplinary teams with the unique contribution of bringing the home, school, and community perspective to the interdisciplinary process.
- Demonstrates active leadership in promoting positive engagement of parents/guardians in the educational process.
- Maintains appropriate documentation of family/teacher communications displaying high priority of communication between home and school.
- Consults and collaborates with other school personnel in gathering and giving information on a case and in establishing and planning for respective roles in the modification of the student's behavior or social/emotional being conducting various in-service/training sessions for school personnel and families.
- Helps to build effective school-community teams and orients community providers to school climate, culture, structure, and to the laws and regulations governing practice in educational settings.

D. Professional Conduct, Leadership, and Professional Growth

The School Psychologist understands his or her role as a professional, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. The School Psychologist understands self-reflection, the importance of efficient data collection and manipulation; continuously pursuing professional development opportunities and researched based supports in communication abilities.

The School Psychologist:

- Provides frequent and appropriate information to families about the methods utilized within sessions and conveys information about individual student progress in a culturally sensitive manner.
- Maintains a highly effective data management system for monitoring student progress, including service logging; consistently reflecting upon the best practice and refining services to meet needs of individual students.
- Has a working knowledge of resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families, such as career, vocational, and transition support, including possible funding agencies and financial sources for secondary aged students (local, state, and federal).
- Consistently demonstrates high professional judgment and advocates/models for others within the educational setting and community.
- Understands the scope of his or her practice and seeks additional resources and assistance as needed to meet the individualized needs of students; seeks out professional development strategies to stay current on researched based instructional strategies, services and professional growth.
- Demonstrates superior preparation and participation for meetings/activities; displays strong capabilities in presentation of information both verbally and in writing; creating professionally written reports reflective of student progress.
- Demonstrates knowledge of rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.
- Provides leadership to others in maintaining ethical standards of the school psychologist practice and teaching.
- Observes and follows all ISECC policies and procedures; maintains high levels of professionalism and commitment through punctuality and attendance.
- Performs other duties as assigned by the ISECC administration

To apply for this position please send resume, transcripts, credentials, and references to:

Ms. Hanan Almiladi
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Illinois Special Education Charter Cooperative (ISECC)
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ISECC is an equal opportunity employer.