

Job Description
La Porte Community Schools

South La Porte County Special Education Cooperative

JOB TITLE: Psychologist

SUMMARY: Evaluates needs of average, gifted, disabled, and disturbed children within educational system or school, and plans and carries out programs to enable children to attain maximum achievement and adjustment by performing the following duties.

ESSENTIAL FUNCTIONS include the following. Other duties may be assigned.

Conducts diagnostic studies to identify child's needs, limitations, and potentials, observing child in classroom and at play, studying school records, consulting with parents and school personnel, and administering and interpreting diagnostic findings.

Plans special placement or other treatment programs.

Counsels pupils individually and in groups, using psychodrama, play therapy, personal interviews, and other psychological methods to assist pupils to achieve personal, social, and emotional adjustment.

Carries out research to aid in introduction of programs in schools to meet current psychological, educational, and sociological needs of children.

Advises teachers and other school personnel on methods to enhance school and classroom atmosphere to provide motivating educational environment.

Refers individuals to community agencies to secure medical, vocational, or social services for child or family.

Participates in planning of remedial classes and testing programs designed to meet needs of students.

Serves as consultant to school board, superintendent, administrative committees, and parent teacher groups in matters involving psychological services within educational system or school.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential function 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.

EDUCATION and/or EXPERIENCE:

Master's degree (M. A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from faculty, parents, and members of the school community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to school administrators, faculty, parent groups, and the general public.

MATHEMATICAL SKILLS:

Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

REASONING ABILITY:

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

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 sit and talk or hear. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls and reach with hands and arms. The employee is occasionally required to stand, walk, and taste or smell.

The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the 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.

The noise level in the work environment is usually moderate.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Length of year and salary to be set by the Board.

POSITION	SCHOOL
:	PSYCHOLOGIST/PSYCHOMETRIST
IMMEDIATE SUPERVISOR:	Director of Special Education
QUALIFICATIONS:	Masters degree; valid Indiana School Psychologist/Psychometrist Certificate

DUTIES

1. Administer individual standardized tests to children having school problems or difficulties.
2. Prepare written reports of the results of these tests and make them available to school personnel and parents if requested.
3. Offer recommendations for any child to school personnel which may include appropriate adjustments in the school, or if necessary, referrals to another person, agency, or professional to further assist the child. Among these recommendations may be the suggestion or consideration that a child be included in a special education program.
4. Assist in the on-going evaluation of children in the special education programs, i.e., three year re-evaluations and referrals from parents, teacher, building principal, etc.
5. Work with the Director of Special Education to assist him/her in the development of new special education programs, modifications of existing ones, and in preparing proposals for the establishment of future programs.
6. Assist Director of Special Education preparing/completing forms or modifying or changing existing ones at both State/Federal levels.
7. Maintain files which record the psychological evaluations given to children in the schools.
- A. Act as a consultant in conferences with parents, teachers, or others when it concerns children whom he/she has evaluated, or whom he/she intends to evaluate.
9. Provide in-service workshops to better acquaint teachers, principals and other school personnel with psychological services.

Attend professional meetings which will enhance his/her knowledge of research and development of new psychological testing materials and legislative action as it relates to his/her services in the schools.

Perform other duties as may seem necessary under the supervision of the Director of Special Education.
12. Attend all case conference meetings after evaluations to interpret test results and offer suggestions to case conference committee members.

