

Job Description of the School Psychologist

Reports To:	Superintendent, Level II or Level III School Psychologists, Director, or Associate or Assistant Superintendent
Supervises:	May supervise professional, paraprofessional, and clerical staff
Purpose:	To facilitate learning and to promote the cognitive, social, and personal development of all students

Duties and Responsibilities:

- 1. Major function: Assessment and Interpretation**
Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs
- 2. Major Function: Direct Interventions for Students**
Provides interventions to students to support the teaching process and to maximize learning and adjustment
- 3. Major Function: Consultation and Training**
Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.
- 4. Major Function: Program Development**
Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.
- 5. Major Function: School Psychology Program Implementation**
Delivers a planned and coordinated program of psychological services.
- 6. Major Function: Professional Practice and Development**
Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.
- 7. Major Function: Communication and Relationship Skills**
Communicates effectively with students, parents, and school staff.

School Psychologist Performance Appraisal System

Instructions

1. Based on the evidence from observation, discussion, and other forms of data collection, the evaluator is to rate the school psychologist's performance with respect to the seven major functions listed below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The psychologist is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the psychologist must discuss the results of the appraisal and any recommended action pertinent to it.
5. The psychologist and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the psychologist's personnel folder.
7. The rating scale will be as follows:

Level of Performance

- 6 **Superior** - Performance within this function area is consistently outstanding. Practices are demonstrated at the highest level of performance. Psychologist continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.
- 5 **Well Above Standard** – Performance within this function area is frequently outstanding. Some practices are demonstrated at the highest level while others are at a consistently high level. School psychologist frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.
- 4 **Above Standard** – Performance within this function area is frequently high. Some practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. School psychologist sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.
- 3 **At Standard** - Performance within this function area is consistently adequate/acceptable. Practices fully meet all performance expectations at an acceptable level. Psychologist maintains an adequate scope of competencies and performs additional responsibilities as assigned.
- 2 **Below Standard** - Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Psychologist requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.
- 1 **Unsatisfactory** - Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Psychologist requires close and frequent supervision in the performance of all responsibilities.

School Psychologist Performance Appraisal Instrument

Instructions

1. The evaluator is to rate the school Psychologist on a six-point scale as indicated below.
2. The competencies pertinent to each major function must be selected and discussed by the supervisor and Psychologist at the beginning of the year..
3. The evaluator is encouraged to add pertinent comments at the end of each major function.
4. The school Psychologist is provided an opportunity to react to the evaluator's ratings and comments.
5. The evaluator and the school Psychologist must discuss the results of the appraisal and any recommended action pertinent to it.
6. The school Psychologist and the evaluator must sign the instrument in the assigned spaces.
7. The instrument must be filed in the school Psychologist's personnel file.

School Psychologist's Name

Assignment

Rating Scale
Please Check

1 Major Function: Assessment and Interpretation

- 1.1 Assists in early identification of students' learning and adjustment problems.
- 1.2 Conducts assessments appropriate to the focus of concern and according to prevailing professional standards.
- 1.3 Conducts assessments with consideration of the characteristics of the student or group of students (including ethnic, cultural, socio-economic, and handicapping consideration(s)).
- 1.4 Assists in identifying factors in the learning environment that may affect the student and assessing their degree of impact.
- 1.5 Integrates data from assessment procedures and develops hypotheses relative to (1) instructional and educational programming and (2) program eligibility and placement.
- 1.6 Assists in planning and developing interventions, programs

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

2 Major Function: Direct Interventions for Students

- 2.1 Teaches students how to develop effective learning strategies and personal and social skills.
- 2.2 Counsels students on educational and personal adjustment issues.
- 2.3 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

3 Major Function: Consultation and Training

- 3.1 Demonstrates knowledge of consultation modes and processes.
- 3.2 Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students.
- 3.3 Consults with teachers and other school staff on classroom, school, or system needs.
- 3.4 Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for students and families
- 3.5 Interprets educational policies, programs, and procedures related to psychological services
- 3.6 Provides information, and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.
- 3.7 Plans and implements in-service programs for staff and/or parents.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

4 Major Function: Program Development

- 4.1 Conducts and/or assists in conducting formal and informal needs assessment to determine program characteristics and needs
- 4.2 Works with others to develop programs and program strategies to maximize learning for students
- 4.3 Assists in planning for the evaluation of programs
- 4.4 Assists school personnel in analyzing, interpreting, and disseminating results of program evaluations.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

5 Major Function: School Psychology Program Implementation

- 5.1 Assists in the development of a comprehensive program of services to all students.
- 5.2 Adheres to established program goals, priorities, and objectives
- 5.3 Plans, maintains, and/or participates in a system of accountability for services delivered.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

6 Major Function: Professional Practice and Development

- 6.1 Delivers services consistent with the National Association of School Psychologists (NASP) and the American Psychological Association (APA) ethical principles and professional standards of practice.
- 6.2 Observes federal, state, and local policies and regulations in the delivery of school psychological services.
- 6.3 Works to ensure students' rights and welfare in the school and community.
- 6.4 Engages in continuing professional development by assessing one's own needs and seeking ways to address needs.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

7 Major Function: Communication and Relationship Skills

- 7.1 Effectively communicates knowledge and ideas orally to individuals and groups
- 7.2 Effectively communicates knowledge and ideas in writing.
- 7.3 Maintains effective interpersonal relationships and communication in the professional setting.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Evaluator's Summary Comments: _____

School Psychologist's Reactions to Evaluation: _____

Evaluator's Signature and Date

School Psychologist's Signature and Date
*Signature indicates that the written
Evaluation has been seen and discussed*

School Psychologist: Performance Appraisal Functions, Competencies and Sample Evidences

1 Major Function: Assessment and Interpretation

Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.

- 1.1 Assists in early identification of students' learning and adjustment problems.
 - a. Identifies student needs based on input from students, parents, and teachers
 - b. Assists in the selection and utilization of (annual) group tests; utilizes group test data to identify students at risk.
 - c. Serves on school-based assistance teams, screening committees or other similar groups.
- 1.2 Conducts assessments appropriate to the focus of concern and according to prevailing professional standards.
 - a. Reviews evaluation referrals for clarity and specificity; obtains additional information as needed.
 - b. Selects assessment procedures according to reasons for referral and diagnostic data needed.
 - c. Demonstrates assessment knowledge and skills in the areas of academic performance, social/emotional functioning, behavior, and organizational variables.
 - d. Reports contain evidence of multi-sourced assessments including: curriculum-based assessment, criterion-referenced instruments, systems of observation and interaction, norm-referenced instruments, questionnaires, checklists, and/or rating scales.
 - e. Considers interactions among the different areas assessed in determining the student's needs.
 - f. Interviews with students, teachers, and parents (when possible) are a regular part of assessment procedures.
 - g. Applies psychological and psychoeducational assessment techniques and procedures in a valid manner (e.g., establishes rapport, follows standardized procedures, identifies factors which may influence assessment outcomes).
- 1.3 Conducts assessments with consideration of the characteristics of the student or group of students (including ethnic, cultural, socio-economic, and handicapping considerations).
 - a. Selects assessment procedures designed to reduce bias in testing and evaluation.
 - b. Reports cautions and limitations in interpretation of data based on student characteristics.
- 1.4 Assists in identifying factors in the learning environment that may affect the student and assessing their degree of impact.
 - a. Serves on assistance teams and assists with the development of pre-referral interventions.
 - b. Conducts interviews with teachers and parents to determine setting or environmental factors (including antecedents and consequences) that may contribute to the student's behavior and progress.
 - c. Assesses classroom and/or school situations using observational systems, questionnaires, environmental checklists, sociometrics, etc., as part of the assessment procedures.
 - d. Assessments include information on classroom interactions, the instructional environment, other setting factors that may be relevant to student performance
 - e. Considers the interaction of these environmental factors with student characteristics and needs.
- 1.5 Integrates data from assessment procedures and develops hypotheses relative to (1) instructional and educational programming and (2) program eligibility and placement.
 - a. Integrates data from a multi-sourced assessments to identify students' characteristics, strengths, and needs.

- b. Derives logical and relevant hypotheses about the implications of all available data (e.g., test results, observations, and historical/developmental information) which address referral questions and suggest potential intervention strategies.
- c. Considers the impact of classroom environments, interventions attempted to date (degree to which implemented and outcomes) and any other pertinent information when making a classification decision.
- d. Attributes limits and confidence levels to hypotheses.

2 Major Function: Direct Interventions for Students

Provides interventions to students to support the teaching process and to maximize learning and adjustment.

- 2.1 Teaches students how to develop effective learning strategies and personal and social skills.
 - a. Assists students in developing effective ways to retain and process information.
 - b. Assists students in developing self-monitoring strategies or other cognitive skills.
 - c. Provides direct instruction when necessary on a short-term bases, especially to determine appropriate instructional methods
 - d. Provides social and/or cognitive skills training for individual or groups of students (e.g., decision-making skills, refusal skills, and assertiveness).
 - e. Participates in developing and implementing prevention programs related to current social concerns (e.g., suicide, substance abuse, teenage pregnancy, and dropouts).
- 2.2 Counsels students on educational and personal adjustment issues
 - a. Helps students understand their own learning needs and styles
 - b. Conducts individual and/or group counseling sessions that focus on improving educational progress and personal adjustment
 - c. Selects counseling approaches appropriate to student(s) concerns and characteristics
 - d. Intervenes with students in crisis situations
 - e. Counsels with students and parents as a family system
- 2.3 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected
 - a. Establishes timelines for reviewing effectiveness of interventions
 - b. Determines if the interventions were implemented as planned.
 - c. Solicits feedback (via direct contact, questionnaires, etc.) from parents, teachers, and other school personnel, as appropriate, regarding perceived effectiveness of interventions.
 - d. Determines effectiveness of intervention(s) based on objectives generated during planning.
 - e. Based on effectiveness feedback, the psychologist collaborates with others as necessary to modify current interventions and/or generate new interventions.
 - f. Views modification as an ongoing process to meet the identified or changing needs of students.

3 Major Function: Consultation and Training

Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.

- 3.1 Demonstrates knowledge of consultation models and processes.
 - a. Understands more than one model of consultation. (e.g., behavioral, mental health, organizational development).
 - b. Explains the particular approach used and why it was selected.
 - c. Analyzes where breakdowns in the consultation process occur.

- 3.2 Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students.
 - a. Applies knowledge of effective consultation procedures in working with parents, teachers, and other school personnel.
 - b. Conducts conferences with teachers and other school personnel to discuss student needs and cooperatively develops plans to facilitate student learning and adjustment.
 - c. Consults with parents about intervention strategies to meet students' needs.
 - d. Collaborates with parents, teachers, and other school staff in implementing intervention strategies in a systematic manner.
- 3.3 Consults with teachers and other school staff on classroom, school, and/or system needs.
 - a. Provides consultation on classroom management procedures and classroom organizational structures.
 - b. Provides consultation on application of effective schools and teaching principles and ways to increase academic engaged time for students.
- 3.4 Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for students and families.
 - a. Recognizes when there is a need for utilizing outside resources
 - b. Ensures that students and families know about available community services and programs and assists them in accessing these services as appropriate.
 - c. Represents the school system at appropriate interagency meetings.
- 3.5 Interprets education policies, programs, and procedures related to psychological services.
 - a. Explains laws, policies, and regulations related to services and programs for students to parents, teachers, and other personnel.
 - b. Helps inform community agencies about school system programs and services and explains relevant policies and procedures.
- 3.6 Provides information, and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.
 - a. Disseminates information through school or parent newsletter.
 - b. Is knowledgeable about current research in psychology and education.
 - c. Incorporates relevant research findings into daily practice and in work with school staff and parent groups
 - d. Shares and interprets research findings applicable to the educational setting with teachers and other school personnel.
- 3.7 Plans and implements in-service needs of teachers and parents and recommends appropriate in-service programs.
 - a. Assesses the in-service needs of teachers and parents and recommends appropriate in-service programs.
 - b. Reviews materials, identifies resources, and designs in-service training for parents and school staff.
 - c. Conducts in-service workshops for teachers and/or parent education programs
 - d. Evaluates in-service activities to determine effectiveness.

4 Major Function: Program Development

Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.

- 4.1 Conducts and/or assists in conducting formal and informal needs assessment to determine program characteristics and needs.
 - a. Assists in designing procedures for conducting needs assessments.
 - b. Assists in collection and analysis of data to assess student and system characteristics and program needs.

- c. Helps interpret data collected, including significance and confidence limits.
- d. Uses data to identify needs and generate recommendations.
- 4.2 Works with others to develop programs and program strategies to maximize learning for students
 - a. Demonstrates familiarity with system or school philosophy, goals, programs, and curriculum
 - b. Displays familiarity with current research in learning and education and brings this knowledge to bear in instructional planning.
 - c. Plans programs to meet assessed need within the constraints of available resources or works for the development of new resources needed.
- 4.3 Assists in planning for the evaluation of programs
 - a. Assists in planning for the evaluation of programs
 - b. Helps to design methods for collecting program evaluation data, including questionnaires, standardized tests, observation records, etc.
 - c. Considers both quantitative and qualitative measures for determining effectiveness.
- 4.4 Assists school personnel in analyzing, interpreting, and disseminating results of program evaluations.
 - a. Applies knowledge of statistics to assist in analyzing and interpreting evaluation results.
 - b. Considers evidence that specified objectives were obtained, as well as the impact on the broader instructional or school program.
 - c. Assists in drawing appropriate conclusions from evaluation data, and in generating recommendations for program improvement and/or continuation.
 - d. Assists in writing up program evaluation results and in their presentation to school personnel, parents, and community.

5 Major function: School Psychology Program Implementation

Delivers a planned and coordinated program of psychological services.

- 5.1 Assists in the development of a comprehensive program of services to all students
 - a. Works to develop program objectives which address the three basic goals of service delivery: prevention/development, early intervention, and remediation.
 - b. Establishes priorities for service delivery in the schools in collaboration with appropriate school staff.
 - c. Assists in the development and/or revision of school psychologist's job description.
- 5.2 Adheres to established program goals, priorities, and objectives.
 - a. Follows established policies and procedures in delivering services in the schools.
 - b. Arranges time and schedule to meet specified objectives and student needs, including the development of time lines for different services if needed.
 - c. Collaborates with other school personnel to accomplish program goals and objectives.
 - d. Evaluates program goals, priorities, and objectives at least annually and makes recommendations for needed changes.
- 5.3 Plans, maintains, and/or participates in a system of accountability for services delivered.
 - a. Maintains records of referrals, as well as, all services requested and delivered.
 - b. Maintains a system of confidentiality for records and files.
 - c. Considers multiple methods for evaluating services (e.g., time and service logs, consumer feedback, outcome measures)
 - d. Provides written reports of services provided to students, parents, and school staff.

6 Major function: Professional Practice and Development

Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.

- 6.1 Delivers services consistent with the National Association of School Psychologists (NASP) and the American Psychological Association (APA) ethical principles and professional standards of practice.
 - a. Maintains copies of ethical principles and professional standards of practice in professional files.
 - b. Demonstrates the ability to interpret and apply ethical principles and standards of practice to delivery of services in the schools.
 - c. Limits professional practice in the schools to demonstrated areas of training and competence.
 - d. Involves peers, supervisors, and administrators in the resolution of any conflicts between professional ethics and practice standards and practices in schools.
 - e. Advocates for acceptance of professional standards of practice and ethical principles as integral parts of the school psychology program.
- 6.2 Observes federal, state, and local policies and regulations in the delivery of school psychological services.
 - a. Demonstrates knowledge of and adheres to federal, state, and local policies and regulations which are applicable to the practice of psychology in the schools.
 - b. Understands and adheres to the statutes and regulations addressing the civil and legal rights of students, parents, and school personnel
 - c. Complies with established lines of authority, within the parameters of professional standards of practice and ethical principles.
- 6.3 Works to ensure students' rights and welfare in the school and community.
 - a. Takes an active role in ensuring that appropriate school services for students are provided.
 - b. Takes an active role in obtaining appropriate community services.
- 6.4 Engages in continuing professional development by assessing one's own needs and seeking ways to address needs.
 - a. Identifies needed areas of professional development by periodic self-study and priority setting.
 - b. Shares needs for professional development with supervisor.
 - c. Develops a written plan for attaining professional development with timelines, goals, and resources. Considers various ways of obtaining needed professional development (e.g., workshops, courses, self-directed study).
 - d. Identifies methods for evaluating continuing professional development outcomes, including actual knowledge and skills acquired and the extent to which they are being used.
 - e. Solicits input or feedback from others.

7 Major function: Communication and Relationship Skills

Communicates effectively with students, parents, and school staff

- 7.1 Effectively communicates knowledge and ideas orally to individuals and groups.
 - a. Presents ideas in a planned, orderly, and coherent manner.
 - b. Uses educationally relevant and common terms and avoids highly technical jargon unless such use is necessary and is accompanied by an explanation of the term.
 - c. Distinguishes data from professional judgment and represents both as appropriate.
 - d. Presents information critical to the decisions to be made, but maintain appropriate confidentiality.

- 7.2 Effectively communicates knowledge and ideas in writing
 - a. Presents ideas in a planned, orderly, and coherent manner.
 - b. Uses educationally relevant and common terms and avoids highly technical jargon unless such use is necessary and is accompanied by an explanation of the term.
 - c. Data are provided to back up professional judgment, and both data and professional judgment are evident and clearly distinguished.
 - d. Reports maintain confidentiality and include only data that are relevant to learning, academic, behavioral, or school problems and to needed services.
- 7.3 Maintains effective interpersonal relationships and communication in the professional setting.
 - a. Listens attentively to others as demonstrated through verbal behaviors such as acknowledging, reflecting, paraphrasing, summarizing, clarifying, and elaborating.
 - b. Sustains helping relationships by displaying respect, acceptance, empathy, genuineness, and warmth toward others.
 - c. Demonstrates ability to confront a person or persons with relevant issues.
 - d. Understands and works within one's role in the system and contributes to the total efforts of school psychological services, student services, and the LEA by demonstrating such attributes as sharing, cooperation, and assuming responsibilities.