

## **TUSCOLA INTERMEDIATE SCHOOL DISTRICT Position Description**

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Position Title: School Psychologist  
Department: Special Education  
Reports To: Asst. Superintendent, Special Education  
Prepared By: Jim Walker Date: 12/2/97  
Approved By: Superintendent Date: 12/8/97  
Revised By: Scott Richards Date: 11/14  
Position Description Revised: Date: 11/14

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### **SUMMARY:**

Purposefully develops positive, professional relationships with district staff, principals, and leadership teams to facilitate preventative practices. Assists these staff members to develop processes that promote high student achievement and prevent students from unnecessary placement into special education. When necessary, evaluates pupils referred as potential candidates for special education services and presents a report to the local education authority on pupils he/she has evaluated. Test may include intelligence, achievement, personality, and perceptual motor test.

As an itinerant position, school psychologists will monitor MTSS implementation a district is at and provide appropriate guidance, prompts, and support to the building principal and/or leadership/school improvement team to move the district forward with a goal to fade support as districts develop capacity to run the systems independently. In addition, school psychologists will continually work to increase their knowledge of implementation science, multi-tiered systems of support, building sustainable and durable teaching practices, including evidence-based practices and data-based decision making. These skills will be utilized at the local and ISD level by participation in MTSS leadership team activities, trainings, or other associated duties to support the department in these endeavors.

This is a TIEA position with hourly rate, benefits, and working hours as per the contract between TIEA and the TISD Board of Education.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

- Conducts extensive psychological examinations of referred students.
- Collaborates with classroom teacher and other school staff members to implement best practices in instruction and positive behavioral support.
- Serves as a resource person concerning special education rules and regulations.
- Interprets diagnoses to school personnel, other concerned professionals, parents, and students.
- Makes educational recommendations as a member of I.E.P.T. on ways to assist a student referred to him for examination.
- Works with Behavioral Teams to develop behavioral plan for students.
- Strives to utilize the most effective (evidence-based/research-based) and efficient (time limited) interventions with the students served.
- Serves as literacy coach for LEAs.
- Participates in MTSS Teams in LEAs at various levels.
- Provides in-service training to school staff.
- Analyzes and interprets various data to help guide student instruction.

### **SUPERVISORY RESPONSIBILITIES:**

None.

*QUALIFICATION REQUIREMENTS: 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.*

**EDUCATION and/or EXPERIENCE:**

Master's degree in school psychology or equivalent. Completed 45 graduate hours in school psychology or related area in addition to an internship. Have completed no less than a 600 clock hour supervised internship with school-age persons. Meet competency requirements as set forth in R 340.1799e of the Michigan Special Education Rules. Completed one year of successful experience as a school psychologist with direction from a fully-approved school psychologist.

**CERTIFICATES, LICENSES, REGISTRATIONS:**

Valid Michigan certification as a School Psychologist and all other valid licenses, certifications, approvals, and registrations required to practice as psychologist in the state of Michigan.

**LANGUAGE SKILLS:**

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 in one-on-one and small group situations to students, staff, parents, administration, and/or member of the business community.

**MATHEMATICAL SKILLS:**

Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals. Ability to compute rate, ration, and percent and to draw and interpret bar graphs. Ability to calculate figures and amounts such as discounts, interests, and percentages. Ability to apply mathematical concepts to practical situations.

**REASONING ABILITY:**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**OTHER SKILLS and ABILITIES:**

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to develop effective working relationships with students, parents, staff, and the school community. Ability to perform duties with awareness of all district requirements and Board of Education policies.

*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 continuously sit and will frequently walk and stand. Specific vision abilities required by this job include close vision. The employee must frequently lift up to 50 lbs. such as equipment or furniture. The employee must occasionally push/pull items over 90 lbs. such as students in wheelchairs and carts with testing equipment. The employee regularly drives on the job from one work station to another.

*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 quiet to moderate. The employee must be able to adjust to working in different areas with different personnel. The position requires the individual to meet deadlines with severe time constraints.

The employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the District.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*