

**Job Title:** Licensed Specialist in  
School Psychology

**Wage/Hour Status:** Exempt

**Reports to:** Coordinator of Evaluation Special Education

**Pay Grade:** 10C

**Dept./School:** Special Education/Education Center

**Date Revised:** 07/01/08

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The following statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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**Primary Purpose:**

To assume all duties and responsibilities of a Licensed Specialists in School Psychology at the assigned campuses and perform the duties of School Psychologist component of the Intensive Service Team.

**Qualifications:**

**Education/Certification:**

Doctorate Degree in Psychology from accredited college or university  
Valid Texas license as a Licensed Specialist in School Psychology granted by the Texas State Board of Examiners of Psychologists

**Special Knowledge/Skills:**

Knowledge of procedures for assessing achievement, intellectual, emotional, and behavioral functioning for educational purposes  
Knowledge of prevention and intervention strategies, including behavior management interventions  
Knowledge of psychosocial development  
Strong consultation skills for conferencing with teachers, parents, and students  
Excellent organizational, communication, and interpersonal skills

**Experience:**

Two (2) years minimum successful experience providing psychology services in an educational setting  
Experience in working with students in at risk situations  
Such alternative to the above qualifications as the administration may find appropriate and acceptable

5	<b>Excellent:</b> The performance is consistently superior to what is normally expected. This function of the job is fully meeting expectations. Invest no more time and effort than is required to maintain present status.
4	<b>Exceeds expectations:</b> The performance demonstrates proficiency and is consistently at or above what is normally expected. This function of the job is fully satisfactory, but does warrant continued attention.
3	<b>Meets expectations:</b> The performance meets expectations and presents no significant problems. This function of the job is minimally acceptable. Devote somewhat more time and effort to improvement in this area.
2	<b>Below expectations:</b> The performance is consistently below expectations. The supervisor is not happy with how the job is performing here. Devote considerably more time and effort to improving this function.
1	<b>Unacceptable:</b> Performance is consistently unacceptable. Significant problems exist. The performance of the job in this area is clearly not acceptable. It must be improved.

Name \_\_\_\_\_ Appraiser \_\_\_\_\_

**Major Responsibilities and Duties:**

**Instructional Management**

- \_\_\_\_\_ 1. Assist in the writing of program objectives to meet the identified needs of students served by the Intensive Service Team.
- \_\_\_\_\_ 2. Assist in the development of strategies to address the needs of school counselors and their ability to provide services for all students equitably using research based techniques.
- \_\_\_\_\_ 3. Maintain the implementation of an effective Intensive Service Team for campuses, staff, parents and students.
- \_\_\_\_\_ 4. Serve as the consultant to school counselors when assisting students and families.
- \_\_\_\_\_ 5. Maintains accurate enrollment records for all students served including parent permission forms, accurate schedules for all campuses, records of all parent contracts and all documentation needed for federally funded programs.

\_\_\_\_\_ **Subtotal/5=** \_\_\_\_\_

Comments: \_\_\_\_\_

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**School/Organizational Climate**

- \_\_\_\_\_ 6. Demonstrate high expectations for the GPISD Intensive Services Team Project.
- \_\_\_\_\_ 7. Support the districtwide goals and objectives for school and organizational climate.
- \_\_\_\_\_ 8. Encourage the involvement and recommendations for counselors, teachers, parents, and/or students, for improvement of the Intensive Service Team Project.
- \_\_\_\_\_ 9. Employ an effective communication process, which includes listening to all constituents and anticipate, manage, and resolve conflict..
- \_\_\_\_\_ 10. Employ collaborative decision-making processes; foster and promote collegiality and team building.
- \_\_\_\_\_ 11. Serve as a mentor for school counselors.

\_\_\_\_\_ **Subtotal/6=** \_\_\_\_\_

Comments: \_\_\_\_\_

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**School/Organizational Improvement**

- \_\_\_\_\_ 12. Work effectively with all students referred, individually or in small groups.
- \_\_\_\_\_ 13. Maintain an accountability system for all students and parents receiving services.
- \_\_\_\_\_ 14. Employ effective interpersonal skills and support and maintain staff morale on all campuses.
- \_\_\_\_\_ 15. Communicate ideas and concerns related to the Intensive Service Team Project with the Executive Director for Pupil Support Services.

- \_\_\_\_\_ 16. Provide consultation with individual counselors, as related to students and families, as needed.
- \_\_\_\_\_ 17. Provide opportunities for parents to participate successfully in small groups.
- \_\_\_\_\_ 18. Provide technical support to all school counselors.
- \_\_\_\_\_ **Subtotal/7=** \_\_\_\_\_

Comments: \_\_\_\_\_  
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**Professional Growth and Development**

- \_\_\_\_\_ 19. Participate in professional development and training programs.
- \_\_\_\_\_ 20. Participate in professional Texas Women’s University clinical supervision opportunities.
- \_\_\_\_\_ 21. Coordinate meeting with all counselors, teachers, and administrators as needed.
- \_\_\_\_\_ 22. Participate in professional conferences regarding the implementation of the Intensive Service Team Model.
- \_\_\_\_\_ 23. Coordinate, with the Lead Counselors regarding, fall, spring and summer Staff Development for Counselors as well as coordination of LPC credit when applicable.
- \_\_\_\_\_ 24. Stay abreast on current trends related to school psychology and communicate this information to all counselors.
- \_\_\_\_\_ 25. Perform duties in a professional ethical, and responsible manner as defined in the TEA Code of Ethics for professional educators.
- \_\_\_\_\_ **Subtotal/7=** \_\_\_\_\_

Comments: \_\_\_\_\_  
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**Assessment/Consultation**

- \_\_\_\_\_ 26. Select and Administer assessments to evaluate students referred for services to the Intensive Service Team for Psychological interventions.
- \_\_\_\_\_ 27. Score and interpret test data.
- \_\_\_\_\_ 28. Develop psychological evaluation reports and behavior management plans.
- \_\_\_\_\_ 29. Serve as consultant on mental health topics for administrators, counselors and nurses.
- \_\_\_\_\_ 30. Provide staff development training in assigned schools to assist school personnel with identification and understanding of students with emotional, social and behavioral disturbances.
- \_\_\_\_\_ 31. Consult with psychologists, psychiatrists, medical doctors, and community agencies concerning emotional, and behavioral functioning of students as needed .

\_\_\_\_\_ **Subtotal/6=** \_\_\_\_\_

Comments: \_\_\_\_\_  
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**Assigned Duties**

- \_\_\_\_\_ 32. Perform such other duties and assume such other responsibilities as may, from time to time, be assigned.

\_\_\_\_\_ **Subtotal/1=** \_\_\_\_\_

Comments: \_\_\_\_\_  
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\_\_\_\_\_ Total/6= \_\_\_\_\_

**Supervisory Responsibilities:**

None.

**Working Conditions:**

**Mental Demands/Physical Demands/Environmental Factors:**

Maintain emotional control under stress. Regular districtwide travel to multiple work locations as assigned; moderate lifting and carrying.

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SUMMATION

Comment on overall performance (optional)

Date of Summative Conference\_\_\_\_\_

Administrator's Signature\_\_\_\_\_

(Indicates Receipt)

Appraiser's Signature\_\_\_\_\_