



DEER VALLEY

Unified School District

JOB DESCRIPTION

Job Title: Psychologist for Mandarin Programs/EL Program

Position Type: Certified/Exempt	Department: Student Support Services
Salary Schedule: Other Professional Staff	Reports to: Principal, Coordinator for School Psychologists, Director of Student Support Services
Salary Range:	Location: : District Office/School
Term of Employment: 10 months	Date: March 20, 2023
Shift: Day	Approved By: Human Resources

POSITION SUMMARY:

Contributes to the district's goal to commit to preparing today's youth for tomorrow's challenges by maximizing their options for life through academic and social growth.

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.

ESSENTIAL FUNCTIONS:

- Supports the evaluation process for students that are native Mandarin speakers. This includes the evaluation process, the translation of evaluations and the discernment of culturally appropriate evaluation protocols.
- Supports the translation process for students/families that are native Mandarin speakers. This includes: evaluation meetings and potentially IEP meetings.
- Ensures that culturally-appropriate processes and procedures are supported.
- Administers and interprets measures of assessment within a culturally-appropriate evaluation process that includes appropriate nonverbal testing instruments, some of which are listed below, though the list is not exhaustive. Further, discusses with parents, teachers and other pertinent team members crucial aspects of medical and developmental backgrounds that help team to determine appropriate courses of action for

- students at various levels of having moved to Deer Valley Unified School District (e.g. been here 6 months to been here multiple years).
- Administers and interprets a wide range of individualized standardized assessment instruments in all psychological domains including, but not limited to, current editions of the following: Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for Children, Stanford-Binet Intelligence Test, Cognitive Assessment System (CAS), Kaufman Assessment Battery for Children (KABC-II), Woodcock-Johnson Test of Cognitive Abilities, Universal Nonverbal Intelligence Test (UNIT), Pervasive Development Disorders Behavior Inventory (PDDBI), Personality Inventory for Youth (PIY) Bender Gestalt Visual Motor Perceptual Test,, Wisconsin Card Sorting Test Children's Memory Scale (CMS), Comprehensive Test of Psychological Learning, and School Motivation and Learning Strategies Inventory (SMALSI). Will be able to administer tests of achievement such as the Young Children's Achievement Test (YCAT), Wechsler Individual Achievement Test –III (WIAT-III), Woodcock-Johnson Test of Achievement (WJIII), Gray Oral Reading Test-5 (GORT-5), and other achievement and assessment instruments as appropriate. The psychologists will be competent in guiding other staff in the administration of achievement tests.
 - Administers and interprets the following instruments including, but not limited to: Children's Depression Inventory (CDI) Beck's Depression Inventory, Second Edition (BDI-II), California Personality Inventory, Personality Inventory for Children, Second Edition (PIC II), Behavioral Assessment System for Children, Second Edition (BASC II,) and Projective Drawing Techniques such as the House-Tree-Person (HTP). Reynolds Adolescent Depression Scale 2nd Edition (RADS-2), Conners III Rating Scale, and other tests as appropriate. The psychologists will make use of the Psychologists' Library for learning and administering various instruments.
 - Data-based decision making and accountability: Psychologists will make certain that curriculum-based assessment is collected by the Service Coordinators as part of the assessment and will consult with service coordinators, when needed, in collecting such data. Curriculum-based assessment may include DIBELS, Scholastic Reading Inventory (SRI), Diagnostic Reading Inventory and other classroom based data or programs, i.e. Orton-Gillingham, Lindamood-Bell, Read Naturally, Wilson Reading Program, Handwriting Without Tears, Read 180, System 44, and any other appropriate math or writing prompts. Is able to use assessment data to develop and implement evidenced-based instructional strategies that are intended to improve student performance and tied to the Arizona College and Career Ready Standards.
 - Evaluates adaptive behavior of children, when appropriate, through the use of the Vineland Social Maturity Scales, Adaptive Behavior Assessment System II, or other appropriate adaptive behavior instruments.
 - Conducts effective psychological and psycho-educational diagnostic, prescriptive evaluations of children using Themed Evaluations and incorporating curriculum- based measurements into writing the report.

- Diagnoses a full range of educational (learning), psychological, and mental disorders in children utilizing the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American psychiatric Association and includes diagnostic information in written reports of evaluation.
- Uses a consultative problem-solving process for planning, implementing, and evaluating academic and mental health services. Coordinates and consults with related service staff (i.e. Speech, OT, PT, Vision, Audiology, etc.) as part of the assessment process. Makes certain appropriate staff is invited to the MET meeting by a Written Meeting Notice and appropriate e-mails.
- Consults and collaborates at the individual family group and systems level. Participates in staff meetings pertaining to students of interest on their campus.
- Is able to complete interventions and instructional support to assist in developing academic skills. Is familiar with Individual Education Plans (IEP) and is able to assist in writing and can consult on implementing goals. Recommendations are made that coincides with Arizona College and Career Ready standards.
- Knows confidentiality requirements; is familiar with and must meet required timelines and submit compliance documentation as required by federal, state, and district guidelines. Maintains a system to safeguard children's rights regarding privileged communications.
- Maintains and provides monthly to the psychologist coordinator a comprehensive record keeping system (psychologist log) in compliance with federal, state, and district guidelines.
- Writes comprehensive diagnostic, Themed evaluation reports based on evaluation results and, in conjunction with the Multidisciplinary Evaluation Team (MET) as a whole, determines student eligibility for special education programs in compliance with IDEA, State Board of Education rules and regulations, and local procedures within required timelines. Must have knowledge of computers and the report writing system (e-EIPro) used by the District.
- Acts as the primary evaluator on the MET in conducting evaluations and chairs Multidisciplinary Conferences to determine student eligibility for special education.
- Conducts Functional Behavior Assessments (FBA using research-based practices), and constructs effective positive-reinforcement based Functional Behavior Intervention Plans (FBIP) from the FBA data.
- Consults with teachers regarding children's educational and emotional needs.
- Provides support to parents in modifying students' behavior.
- Consults with school/district personnel in the selection of appropriate interventions to improve students' social, emotional, and educational functioning.
- Will serve on the Threat Assessment Team at the campus level. Will serve, if requested, on the District Threat Assessment Team.
- Continues professional growth through reading, workshops, and coursework.

- Contributes to the profession through contact with professional organizations.
- Shares professional knowledge with peers.
- Consults with the General Education Intervention Team (GEIT), now known as Multi-tiered System of Support (MTSS), as needed, and attends at least the last MTSS meeting prior to a referral to special education.
- Communicates, as needed, with community health facilities, special schools, consulting physicians, psychologists, and other resources, which offer services to children and schools.
- Interprets school psychologist services to the public.
- Is conversant with and adheres to a professional code of ethics (American Psychological Association and National Association of School Psychologists).
- Designs and collaborates with other professionals to implement and evaluate individual and group behavioral management programs.
- Provides counseling services at the local school level on a crisis basis whenever appropriate and when schedule permits.
- Uses information and assistive technology resources to enhance student's cognitive and academic skills.
- Demonstrates knowledge of students. Integrates behavioral supports and mental health services/referrals with academic and learning goals for children.
- Assesses student learning. Provides a continuum of developmentally appropriate mental health services including individual and group counseling, behavioral coaching, classroom and school-wide social emotional learning programs. Is able to provide positive behavioral support and parent education and support; this may include attention to issues such as life skills and personal safety for students with lower levels of functioning.
- Demonstrates respect and rapport with administrators, faculty, staff, parent, students, and colleagues.
- Conducts test sessions in a professional manner and provides appropriate setting and materials.
- Organizes physical office space and school and community resources.
- Demonstrates flexibility and responsiveness.
- Contributes to school and district by sharing specialized knowledge.
- Shows professionalism.

MARGINAL DUTIES:

- Other job related duties as assigned by the supervisor.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

SUPERVISORY RESPONSIBILITIES:

- Supervises students.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Must become familiar with the Special Education Procedural Manual and required readings from Student Support Services and/or the District Office.
- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance and follow the dress code.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Arizona School Psychologist Certification.
- State Psychologist Certification.
- Nationally Certified School Psychologist (NCSP) Certification preferred but not required.

EDUCATION AND/OR EXPERIENCE:

- Must have a Master's Degree.
- Experience in the areas of learning disabilities, emotionally handicapped, and intellectually disabled students in a psycho-educational setting.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.