



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Psychologist

**Class Code: 1062
Work Days: 210**

GENERAL PURPOSE

Complete psychological evaluations of students, including ERMHS; consult with parents and staff and make recommendations regarding the placement of students in appropriate classes and programs; develop and implement behavioral plans and remedial instructional programs; and provide responsible and complex staff assistance as required.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level supervisory or management staff.
2. May exercise technical and functional supervision over teaching staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
2. Evaluate individual students and prepare psychological diagnoses utilizing professional judgment and a variety of standardized individual and group psychological diagnostic and predictive test instruments; prepare appropriate psychological reports and case summaries; interpret reports as necessary.
3. Test and critically assess student characteristics including intelligence, emotional adjustment, adaptive behavior, language development, school achievement, learning potential and social needs to determine appropriate class and program placement.
4. Observe students in school settings to analyze test findings and estimate current levels of cognitive and adaptive behaviors.
5. Review background information provided by personnel regarding specific problem behavior; interact with child, parents, or staff as necessary to determine alternate behavior plans; provide professional personnel with psychological evaluations and recommendations to remediate learning, emotional, and behavior problems.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

6. Counsel parents regarding student remediation programs and assist them in understanding their child's needs, growth, development, and potential.
7. Provide referral resources to teachers, students, administrators, and parents; provide consultation services to staff as necessary.
8. Serve as liaison with districts regarding requests for special class placements.
9. Serve on admissions and discharge committees and make recommendations regarding the initial and continuing placement of students in special education programs.
10. Prepare annual budget for billings of educational services rendered to students; ensure that billing occurs in a timely manner.
11. Respond to behavioral emergencies and provide crisis intervention as needed.
12. Respond to emergency situations involving students and student behavior on a routine basis.
13. Read and remain current on federal and state regulations regarding special education.
14. Conduct in-service training programs for professional and paraprofessional personnel.
15. Demonstrate attendance sufficient to complete the duties of the position as required.
16. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Acceptable counseling techniques and methodology.
2. Maladaptive and abnormal human behaviors.
3. Psychological and educational techniques, materials, methods, theory, and trends in assessing and identifying atypical student learning and behavior characteristics.
4. Prescriptive educational learning strategies.
5. Behavior management theories and techniques.
6. Procedures, methods, and techniques of project and workflow management and organization.
7. Curriculum development techniques and strategies for implementation.
8. Community resources for referrals.
9. Pertinent federal and state regulations regarding education and program placement.
10. Basic budget preparation techniques.

Ability and Skill to:

1. Accurately diagnose learning, behavior, and emotional disorders.
2. Develop appropriate prescriptive learning and behavioral management programs.

Ability and Skill to (cont.):

3. Accurately diagnose learning, behavior, and emotional disorders.
4. Develop appropriate prescriptive learning and behavioral management programs.
5. Assist in the implementation of programs to remediate learning behavior and emotional problems.
6. Successfully counsel parents and students.
7. Remain calm and professional in conflict situations.
8. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
9. Establish and maintain effective working relationships with various constituencies.
10. Interpret and explain laws, codes, contracts, policies, and procedures.
11. Develop and present training materials.
12. Prepare clear and concise correspondence, reports, and other written materials.
13. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
14. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training and Experience

A typical way of obtaining the knowledge, skills and abilities outlined above is a Master's degree from an accredited college or university with major course work in educational psychology and special education and two years of experience as a psychologist in a public or private school setting including some experience within a special education program.

Licenses; Certificates; Special Requirements

Possession and maintenance of a valid California Credential authorizing service as a school psychologist.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Physical Demands (cont.)

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in multiple educational settings including correctional facilities and social service settings.

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