



SCHOOL PSYCHOLOGY INTERN

Position Summary

This position will work collaboratively with a licensed School Psychologist to provide consultation and collaboration with staff and parents, conduct psycho-educational evaluations and advise on effective prevention and intervention activities. Major activities of the position may include leading the evaluation planning process, assisting and completing comprehensive special education evaluations, analyzing and interpreting evaluation results and supporting school teams to make data-based decisions.

Supervisory Relationship

This position reports to the Director of Student Services Department.

Essential Functions

1. Communicate effectively (both orally and in writing) and collaboratively with students, parents and staff.
2. Participate in building data team meetings and district school psychologist meetings.
3. Assists in the completion of special education evaluations under the following eligibilities: Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Traumatic Brain Injury.
4. Interpret evaluation and progress monitoring data, psychological and psychiatric reports and special education documents.
5. Use a variety of assessment tools to assess academic skills, cognitive ability, psychological processing, adaptive and social skills, emotional/behavioral status and mental health status.
6. Integrate evaluation data into a clear, organized and educationally relevant evaluation report
7. Facilitate special education meetings
8. Use technology fluently to manage all components of the job
9. Maintain records in an accurate and confidential manner consistent with applicable rules.
10. Capacity to drive between schools during the work day.
11. Performs other duties as requested by the Student Services Director or special education administrator.
12. Performs other duties as assigned.

Required Knowledge, Skills and Abilities

Meets the standards of Competent and Ethical Performance as outlined in Oregon Administrative Rules (OAR 584-020-000 to 584-020-0045). The following are examples of principle duties; however, any one position may not cover all duties listed and examples may not cover all duties an employee is expected to perform.

1. Cultivates and models a respectful working and learning environment.
2. Works effectively and collaboratively with diverse student, staff and community populations.
3. Strives to improve professional competence through an ongoing program of reading, workshops, seminars, conferences, classes, and other professional development activities.
4. Remains an active learner, being willing to learn new ways to do things.
5. Follows-up appropriately on all referrals for assessment services.

6. Uses a wide variety of assessment techniques to evaluate students' academic skills, learning aptitudes, personality and emotional development, adaptive behavior, and social skills.
7. Integrates assessment data into a concise, organized and educationally relevant evaluation report.
8. Coordinates all special education evaluations and three year re-evaluations for all students in the district.
9. Attends data team meetings in the assigned school(s), IEP meetings and meetings of the school psychologists.
10. Responds to questions from parents concerning the evaluation process and district procedures.
11. Maintains accurate, complete and confidential records as required by law, district policy and administrative regulations.
12. Maintains compliance with state and federal rules for establishing special education eligibility and completing evaluations.
13. Works harmoniously with others and communicates effectively (both orally and in writing) with students, parents and staff.
14. Works as an active, contributing team member of school teams, regional teams, district teams and Student Services Department groups to solve problems and create new opportunities.
15. Facilitates special education meetings.
16. Operates computer and software programs as related to job responsibilities.
17. Performs other duties as requested by the Student Services administrator.
18. Frequent or prolonged standing, walking and sitting.
19. Frequent and prolonged talking/hearing conversations.
20. Experience differentiating practices for diverse populations.
21. Ability to work effectively and collaboratively with diverse students, staff and community populations.

Minimum Qualifications

- Complete all university program requirements to successfully complete internship experience.
- Enrolled in an accredited Master's degree or higher school psychology program.
- Enrolled in an internship class with a university program advisor.
- Demonstrated successful completion of school psychology practicum experience.
- Demonstrated successful course completion in cognitive, behavioral, and academic testing and related skills.

Work Environment

Duties are performed in an office environment, training environment, and in schools.

Employee Statement

"I have reviewed the above position description and understand its contents."

"I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents."

"I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require

accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).”

Employee Name (Print)

Date

Employee Signature

Date

ADDITIONAL INFORMATION	
Employee Unit	Eugene Education Association
Developed by	Cheryl Linder Director Student Services Department
Pay Grade	Licensed Salary Schedule (75% Prorated)
Approved by	Cydney Vandercar, Director of Human Resources
Last revised	January 2017