

CERTIFIED STAFF JOB DESCRIPTION

Psychological Examiner

Reports to: Building Principal in collaboration with District administrators when appropriate.

General Summary: Evaluates students referred as potential candidates for special education or the gifted program and presents a written report on tests given to the appropriate school authority within the school district. Tests will primarily include, but not be limited to, intelligence tests.

Essential Functions:

- 1) Communicates, collaborates, and cooperates with colleagues, supervisors, and students.
- 2) Arranges appointments for student testing.
- 3) Conducts psychological examination with referred students.
- 4) Participates in case conferences when necessary.
- 5) Demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.
- 6) Consults effectively with parents, teachers, administrators, and other relevant individuals, both in-district and outside agencies.
- 7) Demonstrates positive interpersonal relations with students, educational staff, and parents/patrons.
- 8) Possesses professional and responsible work habits.
- 9) Follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.
- 10) Performs other duties as assigned at the request of the superintendent, superintendent designee, or principal.

Qualifications:

1. **Education level** – Master's degree.
2. **Certification or Licensure** – Appropriate psychological examiner certification.
3. **Experience desired** – Minimum of three years' teaching experience in appropriate grade level.
4. **Other requirements** – Must successfully pass a background check that is satisfactory to the Board of Education. Understand and support the District's Comprehensive School Improvement Plan. Knowledge of the Special Education Process and laws. Knowledge of the eligibility for special programs as appropriate for grade level. Excellent organizational skills, oral and written skills, time management, and telephone skills. Computer knowledge and assistive technology.
5. **Physical Requirements/Environmental Conditions:** Requires prolonged sitting and standing; requires stooping, bending, reaching and lifting; requires physical exertion to manually move, lift, carry, pull, or push heavy objects or materials; must work in stressful and hectic environments; requires the ability to handle multiple tasks with frequent interruptions; may require some travel; requires physical and emotional endurance; must be able to work long and

irregular hours; and requires regular and consistent attendance and physical presence at the job.

Evaluated By: Administrative Coordinator of General Education in collaboration with the Executive Director of Elementary Education or Executive Director of Secondary Education

Length of Contract: Depending on Job Assignment (550 Hours)

Type of Position: Exempt

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the superintendent.

Board Approved: 5-11-17