

General Statement:

Certified **school psychologists** demonstrate knowledge of human growth and development as it relates to the teaching/learning process and emotional health of students. **School psychologists** promote learning, effectively assess students' needs and progress, and plan interventions to achieve selected objectives for all students. **School psychologists** accomplish these objectives through communication with students, parents, and colleagues in a positive climate where time, space, and equipment are organized for intervention. To continue to deliver comprehensive service, school psychologists participate in activities for continuing professional growth.

Major Responsibilities:

Consultation:

- Give healthy and effective alternatives to teacher, parents, and administrators about problems in learning and behavior
- Help others understand child development and how it affects learning and behavior
- Strengthen working relationships between educators, parents, and community services

Data Collection:

- Use a wide variety of techniques at an individual, group, and system level to evaluate:
 - Cognitive abilities and learning styles
 - Personality and emotional development
 - Application of social skills across different learning environments
 - Learning environment (i.e., home/community, school)
 - Adaptive behavior

Intervention:

- Work face-to-face with children and families
- Help solve conflicts and problems in learning and adjustment
- Provide counseling for children, families, and teachers
- Provide social skills training, behavior management, and other strategies
- Help families and school deal with crises such as death, illness or community/economic trauma

Prevention:

- Identify potential learning challenges
- Design program for children to experience school success
- Provide parents and teacher with the skills to cope with challenging behavior
- Help foster understanding and appreciation of diversity in the school community
- Develop school-wide initiatives to make schools safer and more effective (i.e., positive behavior supports)

Professional Development:

- Develop program on topics such as:
 - Teaching and learning strategies
 - Classroom management techniques
 - Working with students who have unique talents
 - Crisis management
 - Positive Behavioral Supports

Research and Planning:

- Evaluate the effectiveness of educational programs, behavior management systems and other services
- Generate new knowledge about learning and behavior

- Contribute to planning and evaluating school-wide reform and district-wide policies

Health Care Provisions:

- Collaborate with school and community-based personnel to provide a comprehensive model of school-linked health services
- Work with children and families to provide integrated community services focusing on psychosocial wellness and health-related issues
- Develop partnerships with parents and teachers to create healthy school environments

Minimum Qualifications:

- Current Connecticut teaching certificate
- Ability to try methodologies outside of the box
- Experience working in urban/diverse settings
- 3 – 5 years of experience
- Ability to authentically assess student progress in a variety of areas
- Working understanding of early language development
- Team player
- Effective communicator
- Strong writing skills
- Computer literate
- Ability to collect and interpret qualitative/quantitative data
- Desire to grow personally and professionally
- Desire to support Stamford Public School's growing capacity to become a 21st Century school system
- Knowledge of and/or demonstrate the ability to learn and implement Operating Systems (i.e. Windows); Office suites (i.e. Microsoft Office, Google Docs); Presentation Software (i.e. PowerPoint, Keynote); Spreadsheets (i.e. Excel, Google Spreadsheets); Communication and Collaboration tools (i.e. Skype); Accounting Software (i.e. QuickBooks); Student Information Systems (i.e. Naviance, Power School); or any other technology deemed relevant for this position.

Employee Signature

Date

Employee Name (Please Print)

Approved, Board of Education January 2007