

School Psychologist/Adult Transition Program Administrator

Definition

Under the direction of the Special Education Administrator, the School Psychologist/Adult Transition Program Administrator is responsible for providing psychological services that will assist students, teachers, parents, and other staff members in the management of learning and behavioral disorders in order that all students will be able to make optimum progress toward the attainment of District goals and will oversee and evaluate staff within the Adult Transition Program.

Essential Duties and Responsibilities

- Oversees and implements the Transition Program for 18-22 year old special education students;
- Evaluates teachers and classified staff within the Adult Transition Program;
- Collaborates with other schools and staff in providing an effective transition of students from high school to the Adult Transition Program;
- Consults with principals and other staff members to develop and implement preventive programs as well as research, evaluation, staff development, and education activities;
- Receives psychological referrals, observes students in the classroom, reviews school records, and makes preliminary interpretations and recommendations from these findings to the staff;
- Consults with principals, teachers, and guidance team members regarding interventions for students with learning and behavioral disorders;
- Interviews parents and conferences with them regarding difficulties their student may be having in school;
- Administers and interprets psychological tests;
- Acts as case carrier and prepares reports;
- Participates as a member of the IEP team in the identification, placement, review, and dismissal of students from special education programs and services;
- Counsels with individual students or with groups of students as appropriate;
- Assists teachers with programs and problems relating to students and instruction;
- Plans, directs, and evaluates the instructional program of the school;
- Makes referrals to community agencies for the care and treatment of specific non-instructional problems;
- Participates in professional development activities as assigned;
- Shows initiative and creativity in designing learning opportunities for students;
- Assists the supervisor in carrying out other duties and responsibilities as directed;
- Adheres to the policies of the Board of Education, the laws and regulations of the California Administrative and Education Codes, and other applicable laws and regulations;
- Participates cooperatively with the evaluator to implement the procedures by which the employee will be evaluated in conformance with the District's uniform guidelines for certificated personnel evaluation and assessment.

Required Qualifications

Training:

- Any credential authorizing service as a school psychologist;
- Any credential authorizing service as a school administrator;
- Master's Degree;
- BICM Certification;
- Training beyond credential requirements in behavioral management and assessment preferred;
- Doctoral Degree preferred.

Experience:

- That required for the credential;
- Classroom teaching experience or experience as a school psychologist preferred;
- Experience in the use of remedial techniques preferred;
- Clinical experience with students with special education needs preferred;
- Experience with adult transition programs for students with moderate to severe disabilities preferred.

Knowledge of:

- Child growth and development;
- Community agencies;
- Special education;
- Specialized testing, interviewing, and counseling methods for diagnosing and treating causes of student difficulties;
- Behavior management techniques;
- Effective strategies for working with moderate/severe students in the classroom setting;
- WorkAbility Programs for 18-22 year-old students;
- Process for staff evaluation.

Ability to:

- Communicate well, both orally and in writing;
- Coordinate and assist parents and students in obtaining assistance with local social and medical services;
- Establish and maintain cooperative and effective working relationships;
- Assist students toward maximum effectiveness by recommending programming to meet their needs and by developing a failure prevention program;
- Counsel students.