

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: School Psychology Intern

Department: Special Education

Job Description

Date Reviewed: December 2011

Reports To: Assigned Supervising
Psychologist(s) and Director of Exceptional
Children Services

Purpose of Job

To gain supervised experience in assisting school personnel and students in developing effective educational programs for all students, especially those with special needs. The assessment, consultation and evaluative roles will promote student achievement and contribute to student development as mature, able, and responsible men and women.

Essential Duties and Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Observes and evaluates children with learning or adjustment problems through a systematic referral procedure based upon state and federal laws, regulations and guidelines.
- Participates as a member of IEP teams, and support teams as necessary, whose purpose it is to develop a total service plan (IEP or Educational Plan), recommending appropriate intervention strategies and programming (placement) for children to achieve optimal educational progress.
- Suggests medical, psychiatric, psychological, counseling, or other sources of treatment or assistance beyond those provided by the resources of the school system, in accordance with the needs of the student and request of the parent.
- Assists in conducting individual and group counseling activities with students, when appropriate and as requested by the LEA and/or IEP team, for the purpose of facilitating personal, social, emotional, and academic growth.
- Consultant for special educational needs of identified students.
- Prepares and submits psycho-educational reports for purposes of documenting assessment results and providing instructional and/or learning style recommendations.
- Consults with personnel of community health, social welfare agencies and juvenile court, as needed to comprehensively address the needs of students.
- Provides in-service training of school personnel in the appropriate areas.
- Attends weekly individual supervision with assigned mentor psychologist(s)
- Attends monthly group supervision with assigned psychologist(s)
- Performs such other tasks as may be assigned

Terms of Internship:

Ten – eleven month year, depending on hours required by university training program and professional judgment of assigned supervising psychologist(s).

Evaluation:

Performance of this job will be evaluated each semester, based on university and/or district-provided model.

Minimum Training and Experience Required to Perform Essential Job Functions:

- A Master's degree in psychology with an emphasis in school psychology from an accredited university.
- A valid certification form from the university supervisor indicating applicant is ready for internship.
- Successful student teaching experience if applicable.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information; includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date