



Irvine Unified School District

RTI PSYCHOLOGIST

DEFINITION

Under the direction of the Director of Special Education, Special Programs, serves as Psychologist to students from Preschool through 12th grade. Evaluates needs of average, gifted, disabled, and disturbed children within the educational system or school, and plans and carries out programs to enable children to attain maximum achievement and adjustment by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Identifying and analyzing existing literature on problem solving and RTI in order to determine relevant and effective approaches for the local district (or state).
- Working with administration to identify important stakeholders and key leaders to facilitate system change
- Conducting needs assessments to identify potential obstacles, concerns, and initial training needs.
- Designing evidence-based models that best fit local needs and resources.
- Planning for and conducting necessary staff training for implementation (e.g., training in evidence-based instructional interventions, behavior, classroom management, and evaluating student progress)
- Provide coaching in the above
- Developing local norms for academic achievement (e.g., curriculum-based measures and other measures of student progress) and monitoring the reliability and validity of these norms over time.
- Implementing and evaluating pilot projects/interventions.
- Overseeing district level implementation and ongoing evaluation.
- Identifying systemic patterns of student need (e.g., persistent difficulties among kindergarten and first grade students in basic phonics skills) and working with district personnel to identify appropriate, evidence based intervention strategies.
- Engaging in ongoing consultation regarding implementation issues as well as individual student needs.
- Collaborating in the development of team procedures (e.g., developing procedures for referral, monitoring and evaluation at each tier; developing specific procedures for measuring response to intervention; developing observation and interview protocols, etc.).
- Identifying team training needs and providing, or helping the team obtain, relevant training (including training in applying progress monitoring procedures to decision-making).
- Serving as liaisons to parents by helping them understand the new model and how it impacts their child, thus, helping to ensure that parent input is integrated into each tier of intervention and subsequent evaluation.
- Providing oversight of progress monitoring and integration of all data in team decision-making.
- Consulting with teachers and parents regarding early intervention activities in the classroom and at home.
- Demonstrating (and training) progress monitoring strategies as part of the individual student intervention plan, and assisting staff in interpreting data as part of the ongoing decision-making process.
- Observing students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data.

CREDENTIAL: Pupil Personnel Credential authorizing service in School Psychology.

EDUCATION: Master's Degree Experience: All required fieldwork/internship, and teaching

EXPERIENCE:

Personal Qualities: Appearance, grooming and personality which establish a desirable example for students. Ability to meet District standards for physical and mental health.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

REASONING ABILITY:

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit. The employee is occasionally required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; stoop, kneel, crouch, or crawl; and talk or hear.

The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually mild.

rev. 7/9/11

[Return to top](#)

This page was last modified 10/20/2006