



Irvine Unified School District

INTERVENTION PSYCHOLOGIST

DEFINITION:

Under the direction of the Executive Director of Student Support Services and the Coordinator of Academic and Behavioral Interventions, the Intervention Psychologist serves as a resource to IUSD staff to support implementation of a multi-tiered system of support (MTSS) from Preschool through 12th grade.

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

- Assists in the development and implementation of MTSS at the school and district levels
- Develops and provides training opportunities for site MTSS teams, including Intervention Lead Teachers and Title I Coordinators
- Provides coaching and assistance to MTSS teams (attending team meetings, identifying site needs, establishing goals, and action planning for MTSS implementation)
- Supports sites in using data to make decisions about school-wide and individual student needs, developing plans to meet those needs, and evaluating effectiveness
- Identifying and analyzing research related to evidence-based interventions, practices, and MTSS implementation
- Assists in purchasing, distributing, and evaluating district academic intervention programs
- Plans for and provides necessary staff training for implementation of intervention programs (e.g., training in specific programs, developing systematic process, and evaluating student progress)
- Identifies additional intervention needs, explores potential programs to meet those needs, and leads pilots of these programs
- Supports all sites, including Title I schools, with the development and evaluation of intervention systems
- Collaborates with the Student Support Services department and other district departments to provide supports and resources to meet the needs of schools, families and students
- Develops resources for administrators and teachers
- Participates in district, regional, statewide, and national trainings

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.

KNOWLEDGE AND ABILITIES:

- Communicate effectively
- Establish and maintain positive working relationships with other staff
- Plan, organize, and coordinate the management functions and critical features of academic intervention implementation
- Collect and analyze data, draw conclusions and develop appropriate solutions

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.

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 regularly required to sit and talk or hear. The employee is occasionally required to walk.

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.