



## Job Description

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<b>POSITION TITLE:</b>	<b>Coordinator IV, Psychologist</b>	<b>#5069</b>
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<b>SALARY PLACEMENT:</b>	<b>Management Salary Schedule Range 14</b>
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### **SUMMARY OF POSITION:**

Under the direction of Management, provides a range of services to students, families, educators, and community agencies. Services are based on needs of the schools, classes, families, and ages of the students, as well as time limitations imposed by caseloads, timelines, travel time, and emergency situations.

### **MINIMUM QUALIFICATIONS-EDUCATION, TRAINING, AND EXPERIENCE:**

Possess a Master's degree. Possess a Pupil Personnel Services Credential with authorization in School Psychology. Completion of internship providing experience in direct services to students, families and staff in school settings.

### **DESIRABLE QUALIFICATIONS – EDUCATION, TRAINING, AND EXPERIENCE:**

Possess a Doctorate degree. Bilingual/Biliterate in English and Spanish.

### **KNOWLEDGE, SKILLS, AND ABILITIES:**

Possess leadership skills in planning, setting agendas, and coordinating/conducting meetings/trainings. Ability to supervise, lead, and evaluate staff. Ability to operate a computer and knowledge of assigned software. Knowledge of program evaluation and data collection. Ability to be flexible based on program needs. Ability to create and follow policies and procedures. Ability to oversee and manage budgets. Possess a valid California driver's license and proof of liability insurance coverage in the minimum amount required by SJCOE policy; insurable by the SJCOE carrier. Must furnish own transportation as required to fulfill job duties.

### **CREDENTIALS AND/OR UNIQUE KNOWLEDGE, SKILLS AND ABILITIES:**

Knowledge of counseling techniques, strategies and parenting skills; evaluation and interview instruments in the areas of cognitive, behavioral processing, social-emotional, sensory-motor, adaptive behavior, academic and vocational abilities; legal mandates regarding assessment and provision of services; classroom instructional interventions and behavioral management techniques; Student Study Teams and the IEP Team process; observational techniques; resources and agencies providing services to students with exceptional needs; and cultural diversity. Ability to effectively provide individual and group counseling; determine eligibility for special education services, and provide assistance in developing and monitoring behavioral management programs including the development of a Behavior Intervention Plan based on completion of a Functional Analysis. Trained in Cognitive Behavior Therapy.

### **DISTINGUISHING CHARACTERISTICS:**

The Coordinator series represents advanced management positions and has four levels.

### **ESSENTIAL FUNCTIONS:**

Essential functions may include, but are not limited to:

1. Work effectively with school districts, community organizations, government agencies, parents, students, and/or staff.
2. Maintain confidentiality on issues concerning program, students, and staff.

3. Supervise and evaluate staff.
4. Participate, coordinate, or conduct a variety of meetings, staff developments, committees, trainings, workshops, and/or conferences in order to present materials and information concerning department programs, services, operations, and activities; represent the SJCOE at local, regional, and state meetings, conferences, in-services, boards, councils, and events.
5. Maintain current knowledge and interpret applicable rules, regulations, policies, procedures, contracts, State and Federal laws, codes and regulations.
6. Communicate effectively both orally and in writing.
7. Analyze situations accurately and adopt an effective course of action.
8. Establish and maintain cooperative and effective working relationships with others.
9. Work independently with little direction.
10. Meet schedules and timelines.
11. Prepare reports as needed for program.
12. Oversee and manage budgets.
13. Provide individual and group counseling to students relative to academic, social, behavioral, vocational or other personal problems.
14. Evaluate and provide on-going re-evaluation for cognitive, behavioral, social-emotional, sensory-motor, adaptive behavior, academic, processing and vocational abilities in order to determine eligibility for special education services as per legal mandates.
15. Provide crisis intervention assistance to schools and students regarding emergencies (deaths, suicides, etc.).
16. Explain diagnostic features and educational implications of assessment results within the context of developing the least restrictive and most appropriate educational plan for each student.
17. Support staff in mainstreaming students into regular programs and between educational levels..
18. Assist with development of curriculum ideas, placement of students, evaluation and development of infant and preschool programs, pre-vocational and vocational programs, and crisis team involvement to any school as needed.
19. All other duties as assigned.

**PHYSICAL REQUIREMENTS:**

Employees in this position must have the ability to:

1. Sit and stand for extended periods of time.
2. Enter data into a computer terminal/typewriter, operate standard office equipment and use the telephone.
3. Hear and understand speech at normal levels and on the telephone.
4. See and read the computer screen and printed matter with or without vision aids.
5. Speak so that others may understand at normal levels to small or large groups, and on the telephone.
6. Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 25 pounds to waist height.

**WORK ENVIRONMENT:**

Employees in this position will be required to work indoors and/or outdoors in an educational and standard environment, and/or make home visitations. Employees may come in direct contact with students, parents, SJCOE and school district staff, outside agency staff, and the public.