

Position Title: School Psychologist

Position Description/Duties: School psychologists help students succeed academically, socially, and emotionally. They collaborate with educators, administrators, families, and other mental health professionals to create safe, healthy, and supportive learning environments for all students and strengthen connections between home and school.

Performance Responsibilities-School Psychologist:

Professional Legal, Ethical, and Professional Practice

- Practice in ways that meet all appropriate ethical, professional, and legal standards.
- Understand and apply federal, state, and local policies and regulations in the delivery of school psychological services.
- Maintain confidentiality of student records and information.
- Use technology in ways that are consistent with ethical and responsible professional practice.

Student Diversity in Development and Learning

- Recognize issues of diversity that affect routine interactions with other people and organizations.
- Modify or adapt routine practice to effectively meet these diverse needs.
- Demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds.

Enhancement of Student Cognitive and Academic Skills

- Help schools develop challenging, but achievable, cognitive and academic goals for all students.
- Provide input to others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, needs, and suggest interventions to achieve these goals.
- Suggest appropriate and alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals.
- Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student.

Information Technology

- Establish and maintain expertise in using technology such as data management, report writing, web pages, literature reviews, and data analysis.
- Use spreadsheets or other software programs to organize and graphically display data and monitor progress when appropriate for use at the system, building, and individual student level.

Research and Program Evaluation

- Evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.
- Collect, analyze, and interpret program evaluation data in applied settings.
- Evaluate the effectiveness of school-based intervention plans.

Data-Based Decision Making and Accountability

- Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data.
- Apply sound principles of data-based decision making to all aspects of practice (e.g., designing interventions, monitoring student progress, consulting with school administrators, and disseminating intervention research findings within the school setting).

Consultation and Collaboration

- Demonstrate strong interpersonal skills and the ability to work, communicate, and collaborate effectively with teachers, other school staff, and families as part of a team within the school setting.
- Ensure that students and families know about community services and programs and assist them in accessing these, as appropriate.

Prevention, Early Intervention, and Crisis Management

- Have knowledge of universal screening, as well as early reading and math literacy.
- Provide suggestions in designing prevention and intervention methods to address programs that influence student learning.

Minimum Qualifications:

- In North Carolina, school psychologists are trained at the specialist-level or doctoral level.
- Specialist-level programs consist of a minimum of three (3) years of full-time study that includes at least 60 graduate semester hours in addition to 1,200 clock hours of supervised internship in the public schools.
- Doctoral programs in school psychology consist of a minimum of four (4) years of full-time study and a minimum of 90-semester hours of graduate study, including a 1,500 clock hour internship in schools and other settings.

Preferred Qualifications:

- 5 years Exceptional Children experience
- Experience with ECATS
- Knowledge/background in social justice teaching
- Experience in working with/promoting a diverse environment

Job Posting Date: April 1, 2022

Closing Date: Until Filled

Start Date: August 1, 2022

Wages/Salary: Contracted Employee

Application Process/Materials:

- Psychologist: Application (with at least 2 references), Resume, and Cover Letter
 - Application: [Google Docs Link](#) / [Download PDF](#)

Submit to : jobs@fdnsc.net

About our school: Francine Delany is a tuition free public K-8 charter school in Asheville, NC, that is committed to promoting social justice and preserving the inherent worth and human dignity of every person. FDNSC serves approximately 180 students from diverse ethnic, racial, and socioeconomic backgrounds and mirrors the demographics of the City of Asheville.

FDNSC recognizes the social and educational value of a diverse leadership, staff, and student community. We actively seek and encourage employee applications from qualified individuals representing diverse social, ethnic, and racial groups as well as individuals with diverse gender expression and sexual orientations.

To learn more about our school, please check out our website, www.fdnsc.net or [Facebook page](#), and/or schedule a visit. Thank you for your interest!