



## **SCHOOL PSYCHOLOGIST PROGRAMS ADMINISTRATOR**

### **BASIC FUNCTION**

Under the direction of Senior Director, oversee the day-to-day implementation, evaluation and expansion of the school psychologist program and designated staff; provide analytic, technical and operational program support; evaluate and maintain a variety of records for assigned program and services.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Assist in developing, implementing, monitoring, and evaluating the comprehensive school psychologist program, grants, and local partnerships. “E”
- Leads implementation, evaluation, and continuous improvement of comprehensive school psychologist program aligned to PPS’ Racial Equity and Social Justice (RESJ) standards and the National Association of School Psychologists practice model including data based decision making, consultation and collaboration, academic interventions and instructional supports, mental and behavioral health services and interventions, school wide practices to promote learning, services to support safe and supportive schools, family school and community collaboration, equitable practices for diverse student populations, research and evidence-based practice, and legal, ethical and professional practice. “E”
- Organize staffing, curriculum and evaluation of program; communicate information regarding programs’ allocations, eligibility allowable services, purchases and other fiscal impacts and obligations related to assigned program. “E”
- Assure that all functions are consistent with applicable state and federal regulations, policies and programs, and the District’s educational goals, objectives and policies. “E”
- Monitor compliance issues as they relate to the comprehensive school psychologist program; oversee and monitor certifications and licensures for program staff. “E”
- Lead teams in the use of student data to support school-site staff while increasing their capacity for application of research-based instructional best practices to improve student outcomes and to determine ongoing professional development needs of staff. “E”
- Plan, oversee and coordinate programs for district staff, parents, community organizations and other stakeholders to increase programs’ support. “E”
- Create and support PPS, student, parent and stakeholder partnerships related to comprehensive school psychologist program; develop and implement strategies and opportunities for students to achieve academic, social and emotional growth. “E”
- Lead and participate in the development and evaluation of educational programs; encourage and support implementation of programs, coach and assist educators and others to implement effective instructional strategies; promote the use of technology in teaching and learning process. “E”
- Contribute to a shared leadership team which reflects diverse perspectives; develop and mentor educators and educator leaders. “E”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy, Equity in Public Purchasing and

Contracting and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational and business practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”

- Develop, deliver and provide professional development on evidence-based, identify safe, inclusive and culturally and linguistically affirming practices and training in alignment with PPS’ Instructional Framework and RESJ standards to district staff, partner agency personnel and community groups to assure programs’ goals and objectives are achieved. “E”
- Supervise the performance of assigned certified and non-certified personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. “E”
- Attend and participate in a variety of meetings, workshops and in services related to assigned programs; prepare and deliver oral and written reports, recommendations, and presentations to the Board, committees, parents, community stakeholders and others regarding a variety of program topics. “E”
- Perform related duties as assigned.

*Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

### **DISTINGUISHING CHARACTERISTICS OF THE CLASS**

The Academic Programs Administrator oversees day-to-day implementation of educational programs, operations and staff involved with student academic, social and emotional support programs. Employees in this classification work with professional educators, school administrators and others to develop and deploy programs which provide opportunities for successful Pre-to-post- K-12 experiences. Employees provide leadership, training, coaching, counseling and mentorship to professional educators as well as business support and professional staff and may participate in performance management as related to the assigned program. Positions in this classification typically report to a Director – Academic Programs or a Senior Director and have responsibility for leadership within a program, but do not hold full responsibility or accountability for the development, deployment or operational functions of department program activities and staff.

### **EMPLOYMENT STANDARDS:**

#### **Knowledge of:**

Local state and federal laws and regulations governing assigned programs.  
Curriculum design, planning, development, implementation and evaluation.  
Current practices to improve student achievement.  
Grant administration and compliance processes.  
Principles and practices of leadership, management, supervision and training.  
Technology and computer software applications relative to education and administration. Research-based instructional strategies and models for improving instructional practices for all students. K-12 Education public schools’ laws, policies and guidelines related to administration, curriculum and leadership.

#### **Ability to:**

Communicate effectively, both orally and in writing.  
Understand and be sensitive to those of culturally and linguistically diverse backgrounds.  
Understand and carry out assigned work with minimal supervision.  
Take responsibility to use good judgment in recognizing scope of authority.  
Collaboratively work with and across district departments and school sites.  
Analyze situations accurately and adopt an effective course of action.  
Prepare and maintain analytical records and reports.  
Learn, plan, formulate and execute federal, state, District, and departmental policies, procedures and directives.  
Read, understand, interpret, and follow laws, rules, regulations, processes, policies.  
Work effectively with culturally and linguistically diverse groups.

Lead, coach and build team skills to strengthen and cultivate relationships.  
Participate in the implementation of systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.  
Advocate, model and implement Portland Public Schools Racial Equity, Equity in Public Purchasing and Contracting and Affirmative Action board policies.  
Use a variety of office machines, technologies, word processing, database, spreadsheet, presentation and assigned programs software.

**Education and Training:**

A State of Oregon issued Administrative License is required at the time of appointment. Must be properly licensed by the Teacher Standards and Practices Commission, including current School Psychology Certification issued in the State of Oregon.

**Experience:**

A minimum of three (3) years as a licensed school professional is required. Experience in school psychology, systems guidance and evaluation in a richly diverse school community and environment.

**Special Requirements:**

Positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

Some positions in this classification may require the ability to communicate effectively, both orally and in writing, in a language other than English.

**WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in a standard office and school environment with public contact and frequent interruptions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to work in a business and/or school campus setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

**Remote Work Eligibility:** Ad-hoc

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FLSA: Exempt

Approval Date: May 26, 2015

Revised Dates: April 11, 2023

January 12, 2016

Bargaining Unit: Non-Represented

Salary Grade: Licesned Salary Administrator

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).*

*Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.*