



## **School Psychologist Culturally and Linguistically Diverse Services**

### **BASIC FUNCTION**

This is a School Psychologist on Special Assignment position.

The Culturally and Linguistically Diverse Student Services School Psychologist in Student Success and Health department promotes the provision of culturally and linguistically responsive school psychology services for students and families in Portland Public Schools (PPS). School psychologist services are guided by the National Association of School Psychologists (NASP) Practice model which includes equitable practices for diverse student populations.

The culturally and linguistically diverse student services school psychologist collaborates with caregivers, students and educators to promote equitable and inclusive practices including Multi-Tiered Systems of Support (MTSS) and mental and behavioral health services. This position focuses on minimizing the incidence of over and under-referral of Emergent Bilingual (EB) and Culturally and Linguistically Diverse (CLD) students and students of color in Special Education. Key collaborators include English as a Second Language (ESL), Dual Language Immersion, and the Racial Equity and Social Justice departments. Additionally this position partners with Interpreters, Community Agents, and local universities to ensure best practices and shared policies and procedures are implemented.

This position requires close collaboration and teaming to provide a variety of resources, direct support, consultation to educators, and designing and implementing Professional Development for PPS staff in the following areas: (1) assessing and improving culturally and linguistically affirming services to EB students and their families including MTSS and mental and behavioral health services (2) improving and implementing best practices for instruction and assessment specific to EB and CLD students (3) selecting and administering culturally and linguistically appropriate assessments in order to inform culturally and linguistically responsive services and improve accurate identification of EB and CLD students.

### **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.

### **Job Specific Key Duties**

- Assess and improve culturally and linguistically affirming services "E"
  - Determine areas of need for training (through surveys, file reviews, interviews, case studies, etc.)

- Guide teams in reflecting on their own practices, strengths and challenges
- Build capacity for improving and implementing best practices for mental and behavioral health services, instruction and assessment specific to EB and CLD students
- Dispel commonly held myths regarding language acquisition and bi/multilingualism
- Provide resources for working with families and students from a variety of cultural and linguistic backgrounds
- Collaborate and assist in identifying and providing culturally and linguistically responsive services for EBs and CLD students “E”
- Build capacity for improving and implementing best practices for mental and behavioral health services, instruction and assessment specific to EB and CLD students “E”
- Provide culturally and linguistically appropriate services including identifying difference vs. disability to improve culturally and linguistically affirming services and address disproportionate special education referrals “E”
- Provide resources for current research on culturally and linguistically affirming services and best practices for data informed decision making leading to appropriate services for EB and Culturally and Linguistically Diverse (CLD) populations “E”
- Select and administer culturally and linguistically appropriate assessment tools in order to improve accurate identification of EB and CLD students “E”
- Implement district-wide practices and use of tools appropriate for EB and CDL students
- Provide direction about the appropriate use and adaptation of current standardized assessments “E”
- Collaborate with teams to review cases, provide guidance for appropriate services, assessments, and analysis of results and recommendations. “E”
- Operate a variety of school and office equipment, computer and peripheral technologies, to record information and generate lists, reports and other materials; utilize a variety of word processing, database, presentation, webpage, spreadsheet, internet, intranet and other software. “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.*

## **EMPLOYMENT STANDARDS**

### **Knowledge of:**

- Effective school psychologist program needs assessment, goal setting, plan formulation and program evaluation strategies.
- Appropriate school psychologist processes and techniques to meet the instructional and mental and behavioral health needs of students.
- Assessment procedures for determining educational needs and structuring academic and instructional supports and interventions and mental and behavioral health services including individual and group counseling, Functional Behavior Assessments and Behavior Support Plans and safety and support planning .

- Consulting processes and techniques for work with educators, students, caregivers, and administrators.
- Educator in-service training methods.
- Knowledge of federal, state, and local policies and procedures as it pertains to IDEIA
- K-12 educational assessment tools and techniques.
- Culturally responsive parent and student engagement strategies.

**Ability to:**

- Initiate and coordinate district-wide guidance and school psychologist activities.
- Assist educators in understanding and responding to the instructional and mental and behavioral health needs of students.
- Interpret educational and psychological evaluation information to assist educators with instructional planning and mental and behavioral health services to better meet the needs of students.
- Assist educators with inclusive practices to meet the needs of all students.
- Adhere to school psychologist ethical standards.
- Interpret testing results and other student data accurately.
- Assist educators to effectively integrate IEP services and accommodations into curriculum and current teaching practices.
- Understand how to administer standardized tests according to published practices and professional standards.
- Share appropriate information about students with school personnel, parents, and community agencies.
- Learn and implement Portland Public Schools' Racial Equity Initiative and other board policies.
- Manage workflow and perform multiple complex and responsible activities simultaneously with constantly changing priorities and deadlines.
- Demonstrate a strong customer service orientation.
- Maintain confidentiality and demonstrate discretion, initiative and good judgment.
- Analyze situations accurately and adopt effective course(s) of action.
- Establish and maintain cooperative and effective working relationships with others.
- Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.
- Learn and operate a variety of school and office technologies and software

**Education and Training:**

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 years experience as a K-8 school psychologist; preference for bilingual skills in a language other than English.

**Special Requirements:**

Positions in this classification may require the use of a personal automobile and possession of a valid driver's license. Bilingual/Bi-Cultural in Spanish. Experience working with culturally, linguistically and racially diverse student population.

**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 district office and/or school campus environment with extensive teacher, student, parent and public contact and frequent interruptions. Work hours may include evening and weekend activities, trainings, meetings and district and school functions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to work in a school classroom, playground and campus setting; dexterity of hands and fingers to operate a computer keyboard and other classroom, library and business 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; 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:** Not eligible.

---

FLSA: Exempt

Revised Date: April 11, 2023

Bargaining Unit: Portland Association of Teachers (PAT)

Salary Grade: Per Contract; TOSA ER Pay

*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.*