



PARKROSE SCHOOL DISTRICT  
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Parkrose School District affirms the diversity of our local communities including race, religion, national or ethnic origin, sexual orientation, and gender identity/expression. We welcome candidates who reflect our growing diversity and our values of creating an inclusive learning environment. We are particularly interested in applications from traditionally underrepresented groups in education.

### **School Psychologist - Elementary**

#### **Parkrose School District**

#### **2025-2026 School Year**

**\*Salary Range:** \$52,278- \$101,991, PLUS employer-paid retirement, and generous benefits package DOE, PLUS employer-paid retirement, and generous benefits package

**Hours:** 40 hours per week

**Days:** 192 days per year

**Deadline:** Open Until Filled; **Applications received by February 28, 2025, will receive first consideration**

**Overview:** The job of “Psychologist” is done for the purpose/s of assessing students’ intellectual and mental functional levels; providing information for program development and student placement; conducting functional behavior assessments, developing behavior plans; and providing information on child development and/or issues on specific students to instructional personnel. The licensed staff maintains a cooperative attitude with staff, parents and students. Parkrose expects licensed staff to be aware of and maintain “The competent educator standards” found in the Oregon Administrative Rules (OAR 584-020-0010) which are attached to this job description.

#### **Job Requirements:**

- A valid Oregon teaching certificate with appropriate endorsement from the Teacher Standards and Practices Commission (TSPC) is required upon hiring. It is the employee’s responsibility to maintain their license and acquire the necessary credits to renew.
- Ability to prepare effectively for class
- Ability to develop and communicate appropriate grading standards to students
- Maintain positive interpersonal relationships
- Document student progress
- Knowledge of age appropriate teaching methods, state curriculum framework, education code, appropriate instructional subjects.
- Ability to meet deadlines.
- Multicultural Competency

#### **Preferred:**

- Bilingual
- Positive Behavior Intervention Strategies
- RTI
- Sheltered Instruction/SIOP
- Differentiated Instruction
- Professional Learning Communities
- Experience with diverse students preferred

**Reports to:** Building Principal or Supervisor

**To Apply:** Candidates will complete the Parkrose application online at [TalentEd](https://parkrose.tedk12.com/hire). In order for your application to be complete, you must submit the documents listed below in addition to the application at [TalentEd](https://parkrose.tedk12.com/hire):  
<https://parkrose.tedk12.com/hire>.

- Cover Letter
- TalentEd Application
- Resume
- Three (3) current letters of recommendation
- Essay Questions:
  1. *Describe your experience in teaching and/or serving and/or working with a diverse population and underrepresented communities?*
  2. *We have a deep commitment to challenging institutional racism. Can you speak to how you have done this in your practice?*

Parkrose is an Equal Opportunity Employer. Applicants with culturally diverse backgrounds are strongly encouraged to apply.

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## Position Details

### Essential Job Responsibilities:

- **Assesses** students' functional capabilities in home and/or classroom environment for the purpose of determining students' functional level and developing recommendations for placement.
- **Analyzes** and observes students in school settings to determine function of behavior and facilitates development of function-based behavior support plans.
- **Oversees** para educator/Educational Assistants assignments and duties as needed.
- **Consults** with teachers, parents, and other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services and/or making recommendations.
- **Collaborates** with support team members, under the leadership of the principal, to develop and strengthen multi-tiered systems of support at the school.
- **Counsels** students, parents, and guardians for the purpose of enhancing student success in school.
- **Facilitates** communication between students and/or parents with teachers and/or other personnel for the purpose of evaluating situations, solving problems, and/or resolving conflicts.
- **Facilitates** meetings (e.g. IEP conferences, parent meetings, in-services, etc.) for the purpose developing plans and/or providing information regarding students' functional goals.
- **Intervenes** to support students in learning adaptive skills in self-regulation and social interaction and intervenes to support student and staff safety.
- **Participates** in various meetings (e.g. parent conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information and/or meeting credential requirements.
- **Prepares** documentation (e.g. evaluations, observations, progress, contacts with parents, teachers, and outside professionals, etc.) for the purpose of providing written support, developing recommendations and/or conveying information.
- **Presents** information on various topics related to area of professional expertise in psychology for the purpose of communicating information and gaining feedback on treatment issues.
- **Researches** resources and methods (i.e. intervention and treatment techniques, assessment tools, and methods, community resources, etc.) for the purpose of determining appropriate approach for addressing students' specific needs.
- **Supervises** interns for the purposes of monitoring performance, providing for professional growth and achieving overall objectives of school curriculum (after three years of experience as a school psychologist).
- **Serves** as a key member of the school's student services teams, participating under the supervision and direction of the principal in threat assessments, safety planning, and suicide screenings.  
**Serves** as a case manager for students who primarily need SDI in social /emotional skills; and will design and deliver this SD

### Other Job Functions:

- Performs other duties which may be assigned.
- Participate in District sponsored in-service offerings, PLC meetings, etc. appropriate to assignment

### Work Expectations:

- Regular attendance at work and activities must be maintained
- Punctual in meeting deadlines, attending meetings and following schedules
- Maintains confidential information relating to students, families and colleagues

#### Physical Requirements:

- In an eight (8) hour day the teacher may:
  - Stand/walk – 3 – 6 hours
  - Sit - 2 – 4 hours
- The teacher will need:
  - Near/far visual acuity, depth perception. unaffected field of vision, unaffected hearing and the ability to evacuate students from classrooms/buildings
- The teacher may occasionally:
  - Bend, kneel, squat, climb stairs or ladders. use hands for repetitive motions and lift/carry/reach

\*Salary Range: Please note the Certified Bargaining Agreement article 16.2.2 listed below that is used by our District to determine placement on the experience steps.

#### Article 16.2.2

Out of Parkrose: Full credit shall be granted for each year of full-time professionally or academically licensed experience in the public schools, grades K-12. For non- teachers, the experience must be related to the District assignment. Substitute teaching shall not be counted unless it was done on a full-time contract basis. Credit for experience related to the District assignment in districts outside Parkrose will not be given for a part of a year unless two (2) or fewer segments will total at least one hundred thirty-five (135) days.

### **OREGON ADMINISTRATIVE RULES (OAR) 584-020-0010**

#### **The Competent Educator**

The educator demonstrates a commitment to:

- (1) Recognize the worth and dignity of all persons and respect for each individual;
- (2) Encourage scholarship;
- (3) Promote democratic and inclusive citizenship;
- (4) Raise educational standards;
- (5) Use professional judgment; and
- (6) Promote equitable learning opportunities.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TSPC 7-2007, f. & cert. ef. 12-14-07

#### **584-020-0015**

#### **Curriculum and Instruction**

(1) The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

(2) The competent teacher demonstrates:

- (a) Use of state and district adopted curriculum and goals;
- (b) Skill in setting instructional goals and objectives expressed as learning outcomes;
- (c) Use of current subject matter appropriate to the individual needs of students;
- (d) Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and
- (e) Skill in the selection and use of teaching techniques conducive to student learning.

(3) The competent administrator demonstrates:

- (a) Skill in assisting individual staff members to become more competent educators by complying with federal, state and local laws, rules, and lawful and reasonable district policy and contracts;
- (b) Knowledge of curriculum and instruction appropriate to assignment;
- (c) Skill in implementing instructional programs through adequate communication with staff; and
- (d) Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TSPC 7-2007, f. & cert. ef. 12-14-07

**584-020-0020**

### **Supervision and Evaluation**

(1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

(2) The competent teacher demonstrates:

- (a) Multiple ways to assess the academic progress of individual students;
- (b) Skill in the application of assessment data to assist individual student growth;
- (c) Procedures for evaluating curriculum and instructional goals and practices;
- (d) Skill in the supervision of students; and
- (e) Skill in differentiating instruction.

(3) The competent administrator demonstrates:

- (a) Skill in the application of assessment data to provide effective instructional programs;
- (b) Skill in the implementation of the district's student evaluation program;

(c) Skill in providing equal opportunity for all students and staff; and

(d) Skill in the use of employee and leadership techniques appropriate to the assignment and according to well established standards which ensure due process for the staff for which the administrator is responsible for evaluating.