



# SERVE THE LOS ANGELES UNIFIED SCHOOLS CERTIFICATED EXAM ANNOUNCEMENT

## SCHOOL PSYCHOLOGIST, SCHOOL PSYCHOLOGIST - BILINGUAL AND SCHOOL PSYCHOLOGIST FOR THE DEAF

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HUMAN RESOURCES • CERTIFICATED WORKFORCE MGMT. AND QUALIFICATIONS  
333 SOUTH BEAUDRY AVENUE, 15<sup>TH</sup> FLOOR • LOS ANGELES, CA 90017 • (213) 241-5300

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**PRIMARY FUNCTION** Provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling. School Psychologist --Bilingual provides such services as indicated above in English as well as in the specified language when such language utilization is appropriate. School Psychologist for the Deaf provides psychological services to deaf students using communication skills for the deaf when appropriate. Responsible to Field Coordinator, Psychological Services.

**ASSIGNMENT AND SALARY** Assignment is K-Basis, 12 pay periods on schedule 33D of the Special Services Salary Table.

**QUALIFICATIONS** This examination is open to all persons from INSIDE or OUTSIDE the Los Angeles Unified School District who qualify under the requirements listed below. All applicants MUST verify compliance with requirements at the time of the online application by submitting a complete transcript of college work, a copy of the master's degree, and a copy of credential(s) (both sides) or proof that it has been posted on the CTC website. (See listing of position responsibilities and desirable qualifications.)

A. **Education Required**

An earned master's degree or advanced degree of at least equivalent standard from a recognized college or university.

B. **Desirable Experience**

Successful experience as a school psychologist, school counselor, or teacher in a public school setting.

Successful full-time public school service in a certificated position(s) in programs and/or services involving exceptional students.

C. **Additional Requirements**

School Psychologist--Bilingual. Placement on an eligibility list requires that the applicant pass the regular examination for the School Psychologist (0511) class and receive level "A" certification in a second (other than English) language evaluation or have one of the following credentials/certificates in force and on file in the Office of the Los Angeles County Superintendent of Schools:

- Bilingual/Cross Cultural Specialist Credential
- Multiple Subject Credential with Bilingual/Cross Cultural Emphasis or BCLAD Emphasis
- Single Subject Credential with Bilingual/Cross Cultural Emphasis or BCLAD Emphasis
- Bilingual Certificate of Competence or BCLAD
- Emergency with BCLAD Emphasis

School Psychologist for the Deaf. Placement on an eligible list requires that the applicant pass the regular examination for the School Psychologist (0511) class and pass a fluency screening in sign language and finger spelling.

D. **Credentials Required**

One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

- General Pupil Personnel Services Credential authorizing service as a school psychologist
- Service Credential with a specialization in pupil personnel services designating service as a school psychologist
- School Psychologist Credential

E. Out-of-State Requirement

Candidates trained as school psychologists in another state may apply directly to the Commission if they qualify for certification in the state where the coursework was taken based on, at the minimum, a 60-semester unit program in school psychology plus a practicum with school-age children. Those candidates who completed a dual program in school counseling and school psychology must secure confirmation from their institution that the school psychology authorization was based on at least a 60- semester unit program. This is a change from prior regulations that allowed the authorizations, based on a 30-semester unit program, in school counseling and an additional 30-semester unit program in school psychology.

F. Health

Physical and mental fitness to engage in service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

G. Special Requirements

A valid California Driver License and the use of an automobile.

**DISTINGUISHING CHARACTERISTICS** The class of School Psychologist--Bilingual and School Psychologist for the Deaf are counterparts of the corresponding School Psychologist class; the counterparts perform the same duties as does the School Psychologist but they require fluency in a specified communication skill.

**ASSIGNMENT PROCEDURE** Successful candidates will be placed on an eligibility list for employment. Candidates are expected to be available for any assignment that is offered to them during the life of the list. Candidates who do not accept an offer of probationary employment will be removed from the eligibility list.

**APPLICATION PROCEDURE** A new online application must be completed regardless of any applications previously filed. Supporting documents may be returned in person or sent through U.S. Mail. The mailing address is:

Vicki Shenkman, Specialist  
Los Angeles Unified School District  
Special Education Certificated Employment Operations  
333 South Beaudry Avenue, 15<sup>th</sup> Floor  
Los Angeles, CA 90017

**EXAMINATION PROCEDURE**

The examination process will include:

- An evaluation of training and experience based upon ratings received from referents.
- An evaluation of personal qualities based upon an oral interview and ratings received from referents.

Candidates applying for bilingual positions, if not already identified by the District, must exhibit their bilingual ability before a special committee. A final composite score shall be established for each candidate who successfully completes the examination process. An eligibility list will be compiled. This list will expire one (1) year from the date of establishment.

**CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)** Candidates applying for the initial issuance of any credential, certificate, or permit must demonstrate proficiency in reading, writing, and mathematical skills by passing the test developed for this purpose (CBEST). This includes candidates applying for a services credential.

A certificated person is not required to take the CBEST if s/he has been employed in a position requiring certification in another California public school district within thirty-nine (39) months prior to employment with the Los Angeles Unified School District. Verification of this employment must be submitted with the application on original district letterhead stationery.

The School Psychology Credential for prelingually deaf applicants is exempt from CBEST requirement. This credential is restricted to service in state special schools or in classes for students who are deaf or hearing impaired. Prelingually deaf individuals who choose this option will be required to complete a job-related assessment in lieu of the CBEST.

**“Life Credential” Holders**

Those individuals who received their teaching /service credentials prior to 1983 are exempt from passing CBEST as long as this person remained employed by a school district in the capacity of that credential. Once that individual is no longer employed by a school district (either takes a leave of absence or retires) for more than 39 months (three years and three months), this person is required to pass the CBEST examination as a condition of re-employment.

Retired teachers/service providers who have been out of the profession for more than 39 months are exempt from the requirement to pass CBEST if the applicant was a teacher or school psychologist for at least 15 years (five of the 15 years must have been employed full-time in the same school district desiring to reemploy) or have been a classroom teacher, service provider or administrator within the past 10 years.

#### Out-of-State

Applicants who hold or are eligible for a credential from another state and who qualify for a California credential will be issued a One-Year Non-Renewable Pupil Personnel Services Credential by the State. During this one year, applicants must take and pass the regular CBEST to continue public school employment in California.

#### Out-of-Country

Applicants MUST take and pass the CBEST or the District prepared Mini-CBEST. Candidates who pass the Mini-CBEST MUST pass regular CBEST within the first year of credential issuance or be released from the District.

### **RESPONSIBILITIES**

1. Conducts psychological assessments and develops case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning; files such case studies in compliance with established policies and procedures.
2. Interprets the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students.
3. Evaluates the results of tests in relation to the cultural, environmental, and language backgrounds of students.
4. When assigned as a School Psychologist--Bilingual, communicates with students and parents in a specified language when such language utilization is appropriate. When assigned as a School Psychologist for the Deaf, communicates with students in sign language and finger spelling as appropriate.
5. Participates in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs; participates in and may act as chairperson for such groups as the school-site Individualized Education Program Team (Special Education), and Student Study Team (Regular Education).
6. Assists in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assists in developing recommendations regarding eligibility, program placement, and affective or cognitive experiences for the Gifted/Talented Program.
7. Assists in developing behavioral objectives for individual students and special class groups; suggests implementation strategies as appropriate; confers with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
8. Counsels students individually and in groups to assist them in educational achievement and personal or social adjustment.
9. Assists with the organization of, and serves as a leader in, staff development activities in the field of psychological services.
10. Serves as a resource person to school personnel in the effective use of District and agency educational support services.
11. Serves as liaison to other organizational units of the District, community agencies, and private professional persons on matters related to student placement and adjustment.
12. Provides psychological counseling to students, staff and parents in crisis situations and serves as a member of the school crisis team.
13. Participates in research to evaluate procedures and tests used in assessments; makes systematic reviews and prepares reports as directed.
14. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent which are registered with the Office of the Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
15. Performs other duties as assigned in accordance with the District-UTLA agreement.

### **KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS**

1. Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
2. Sensitivity to and understanding of the unique differences and needs of students with disabilities and their parents.
3. Knowledge of uses and limitations of standardized individual and group tests and semi-projective devices.
4. Ability to assume leadership in teacher staff development activities.
5. Understanding of the relationship between the total education program and counseling and psychological services.
6. Facility in oral and written communication.
7. Appropriate appearance and cleanliness.
8. Appropriate manner including poise, tact, good judgment, and ability to work effectively with District personnel, community representatives, and students.