



GRACE INTERNATIONAL SCHOOL

SERVING FAMILIES, RAISING LEADERS

JOB DESCRIPTION

Job Title: Educational Psychologist

Category: Full-time

Division: Educational Support and ESL

Reports to: Educational Support and ESL Director

CHRISTIAN CONDUCT / MORAL PURITY

At Grace International School (GIS), a staff member's most important function is to serve as a Christian role model. Therefore, all staff members are expected to adhere to Biblical moral standards. Grounds for dismissal include, but are not limited to, abuse and neglect, sexual harassment, participation in adultery, fornication, homosexuality, use of pornography, drunkenness or other substance abuse, dishonest business practices, or insubordination. A staff member's conduct should be above reproach when judged by New Testament standards and should be reasonably inoffensive in the local culture. Staff members are also expected to be a part of a weekly local church community and to be a part of a weekly GIS morning prayer time and/or a weekly regularly scheduled prayer times with another faculty member(s).

PROFESSIONAL CONDUCT

As professionals, employees at GIS will be expected to:

- Support GIS's Statement of Faith, Christian Unity Statement, Christian Conduct and Moral Purity Statement, Philosophy of Education, Abuse, Neglect and Harassment Prevention policy, and all other written policies and regulations.
- Abide by the decisions of the Board of Trustees and the administration.
- Refrain from discrediting the ability or conduct of other GIS colleagues and seek to support one another in all issues.
- Keep all matters regarding a colleague or student confidential.
- Be familiar with and abide by all policies outlined in the Personnel Handbook; and, as applicable, the Parent, Student, and Member Organization Handbook.
- Respect the local traditions and customs of Thailand.

GIS reserves the right to discipline any staff member for behavior at any time that would bring reproach upon the school.

PURPOSE

To facilitate learning and to promote the cognitive, social, spiritual, and personal development of all students. To communicate with and support GIS families who have special needs children and the teachers who have these children in their classrooms. To network with outside resources to obtain referrals for special needs services.

QUALIFICATIONS

- Master's degree from an accredited university in educational psychology or a similar degree.
- At least 2 years' experience working with students in an educational setting.
- Desired testing credential/license (ex. LEP).

May 2007

225/900 MUU 11, T. BAN WAEN, A. HANG DONG, CHIANG MAI 50230, THAILAND

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DESCRIPTION OF RESPONSIBILITIES

Instructional Strategies

- Oversee the diagnostic, annual, and other testing that may qualify students for special services
- Assist with writing new or updating current Grace Accommodation Plans (GAP) / Individual Education Plans (IEP)/ SMART goals / plan for students who are gifted

Students Growth and Development

- Oversee the evaluation of testing results and making recommendations to parents and teachers
- Collaborate with parents, special needs staff, and counselor on the development of transitional plans for high school special needs students toward GIS graduation and post-high school plans
- Make student observations in the classroom as needed
- Networking as needed with appropriate staff and parents on student's individual educational needs
- Monitor selected students by reviewing weekly and quarterly reports from teachers to parents. In collaboration with other staff, determine which students receive weekly and quarterly reports

Communication

- Communicate with other health / counseling / professionals for establishing resources and a referral base for GIS families
- Organize meetings for health professionals / counselors/ special needs professionals/ psychologists to meet with GIS staff and parents as needed concerning specific students (not including SST meetings)
- Represent GIS at community events as appropriate
- Attend citywide international school meetings as needed including the Student Support Network Meetings
- Host visitors and guests as appropriate
- Assist in recommending to teachers certain classroom modifications or accommodations that will assist special needs students. (Advising, persuading, and supporting teachers, parents, and other educational professionals.)
- Monitor the academic progress of students who receive special needs services
- When a referral is received by the special needs department, determine types of testing needed in consultation with other Special Needs staff
- Organize referral forms to outside referrals
- Carryout meetings with parents and teachers of students showing ADHD characteristics and or other behavioral concerns.
- Oversee Developmental Readiness Scale (DRS) testing (developmental screening of incoming K and G1 students) – staff training, collaborating with SND Director about test results and administration of test as needed
- Oversee Visagraph testing
- Work with SN director to assist with professional development for SND
- Guide parents and teachers through the process for helping students who struggle
- Oversee parent support group meetings
- Attend Student Success Team meetings as needed

Policy Implementation

- Review records of new special needs applicants with special needs director and appropriate principal
- Develop and review policies as needed

Professional Growth and Development

- Participate in the school staff development program
- Demonstrate interest and initiative in professional improvement
- Demonstrate behavior that is professional, ethical, and responsible

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