DEPARTMENT: Education		WORKS	HEET FOR IDE	NTIFYING			HRD 232
POSITION NO. 30000		KNOWLED	GE, SKILLS AN	ND ABILITIES			
PROPOSED TITLE: Educational Psychological Ps	gist	_	·		RESPONDENTS		
		Page _	1 of7	pages	Jané Doe, Educa	tional Specialist II	1/13/82
APPROVED BY:		_			(Name)	(Title)	(Date)
(Personnel Officer)	(date)	*		10	Hiroshi Sato, Sch	ool Psychologist	1/13/82
			cam	10 D	(Name)	(Title)	(Date)
			Call	P -	Kimo Akana, Per	sonnel Mgmt Spclt	1/13/82
			50		(Name)	(Title)	(Date)

% of Tme	Tasks	Import/ Signif of Task	KSA's Required	Essential for Entry	Can be Trained For
10	 Gathers data on children referred for evaluation through interviews with school personnel and parents, pupil observation, review of written records, conferring with private or other state agencies who have evaluated or otherwise served them. 	1	 1.a. Knowledge (1) Educational implications of data from disciplines other than educational psychology, such as medicine. (2) Normal growth and development of children. (3) Handicapping conditions and how they impact 	× ×	×
77 - 124			on normal growth and development. 1.b. <u>Skills</u>		
			(1) Interpersonal relationship skills.	X	
			(2) Interviewing techniques.	X	·
			(3) Methods of behavioral observations.	X	
			(4) Methods of informal assessment of children.	X	
		:	1.c. Abilities		
		•	 Ability to solicit educationally significant information with sensitivity. 	X	
			(2) Ability to identify behaviors of children relevant to successful learning.	X	

DEPARTMENT: Education POSITION NO. 30000	WORKSHEET FOR IDENTIFYING KNOWLEDGE, SKILLS AND ABILITIES		HRD 232
PROPOSED TITLE: Educational Psychologist	, , , , , , , , , , , , , , , , , , , ,	RESPONDENTS:	
	Page2 of7 pages	Jane Doe, Educational Specialist II	1/13/82
APPROVED BY:		(Name) (Title)	(Date)
(Personnel Officer) (date)	ماء	Hiroshi Sato, School Psychologist	1/13/82
	2010	(Name) (Title)	(Date)
	callit.	Kimo Akana, Personnel Mgmt Spclt	1/13/82
	5011	(Name) (Title)	(Date)

% of Tme	Tasks	Import/ Signif of Task		KSA's Required Essential for Entry	Can be Trained For
				(3) Responsibility and effective time management: able to prioritize caseload demands and work within prescribed timeliness without supervision.	×
25	Selects and administers intelligence, achievement, aptitude and other applicable tests to identify	1	2.a.	Knowledge	
	educationally handicapping conditions and uses information to assist in the development of appropriate educational programming.			(1) Basic assessment procedures (statistics and methodology).	
	educational programming.			(2) Issues of non-biased assessment (that is, the impact of ethnicity, cultural or handicapping conditions on students' test performances).	7.00
				(3) Theories of intelligence as they relate to the learning process in school.	×
			2.b.	<u>Skills</u>	
				(1) Able to administer the Wechler-Intelligence x scales (WPPSI, WISC-R).	
				(2) Able to administer a variety of specialized assessment tools to children with the following handicapping conditions:	×
				(a) Sensory (e.g., deaf-blind)	
				(b) motorically (e.g., cerebral palsy)	

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	Page <u>3</u> of <u>7</u> pages	Jane Doe, Educational Specialist I	1/13/82
APPROVED BY:	_	(Name) (Title)	(Date)
(Personnel Officer) (date)	- 10	Hiroshi Sato, School Psychologist	1/13/82
	cample	(Name) (Title)	(Date)
	callip.	Kimo Akana, Personnel Mgmt Spc	lt 1/13/82
	Sair	(Name) (Title)	(Date)

% of Tme	Tasks	Import/ Signif of Task	KSA's Required Essential for Entry	Can be Trained For
			(c) speech-impaired (skills should be acquired under supervised administration of the tests) (3) Driver's license	
		·	2.c. Abilities	
			(1) Ability to establish and maintain rapport with children tested so as to obtain reliable results.	
			(2) Responsiveness to testing behaviors of Children.	
			(3) Ability to adapt testing procedures to the needs and handicapping conditions of <u>each</u> individual child.	X
			(4) Same as 1.c. (3)	x
10	Interprets psychometric test data and integrates them with the evaluation results of other disciplines (e.g.,	1	3.a. Knowledge	
	speech and language) in order to identify learning strengths and weaknesses and to formulate educational programming recommendations.		(1) Principles of educational philosophy, practices and objectives.	
	oddoddonai programming rodommendadolis.		(2) Learning Theories: psychology of learning. X	
			(3) Teaching strategies appropriate to specific learning deficits served by special education.	х

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	Page <u>4</u> of <u>7</u> pages	Jane Doe, Educational Specialist II	1/13/82
APPROVED BY:		(Name) (Title)	(Date)
(Personnel Officer) (date)	ماء	Hiroshi Sato, School Psychologist	1/13/82
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	cample	Kimo Akana, Personnel Mgmt Spclt	1/13/82
	50117	(Name) (Title)	(Date)

Tasks	Import/ Signif of Task	KSA's Required Essential for Entry	Can be Trained For
		(4) Theories of motivation. X	
		(5) Test norms and limits of test reliability and validity.	
		3.b. Skills	
		(1) Reduction and synthesis of data obtained from formal and informal assessments.	X
		(2) Individual and group decision-making skills. X	
		3.c. Abilities	
,		(1) Ability to evaluate data in terms of reliability, validity and relevance in order to meet the immediate and long-term educational needs of children.	
		(2) Able to effectively organize and manage a multi-disciplinary care conference.	x
		(3) same as 1.c. (3)	x
 Recommends the appropriate educational classification for each referred child, and the nature and extent of the services should it be determined the child requires special education. 	1	Knowledge Department standards regarding eligibility for special education.	x
	4. Recommends the appropriate educational classification for each referred child, and the nature and extent of the services should it be determined the	4. Recommends the appropriate educational classification for each referred child, and the nature and extent of the services should it be determined the	Tasks Signif of Task (4) Theories of motivation. (5) Test norms and limits of test reliability and validity. 3.b. Skills (1) Reduction and synthesis of data obtained from formal and informal assessments. (2) Individual and group decision-making skills. 3.c. Abilities (1) Ability to evaluate data in terms of reliability, validity and relevance in order to meet the immediate and long-term educational needs of children. (2) Able to effectively organize and manage a multi-disciplinary care conference. (3) same as 1.c. (3) 4. Recommends the appropriate educational classification for each referred child, and the nature and extent of the services should it be determined the

POSITION NO.	ucation 30000		_	— —		NTIFYING ID ABILITIES		
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(Pe	ersonnel Officer)	(date)				10	Hiroshi Sato, Sch	ool Psychologist
					-01	710	(Name)	(Title)
				00	ากแ) •	Kimo Akana, Pers	sonnel Mgmt Spclt
				50	, , ,		(Name)	(Title)

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1/13/82

(Date) 1/13/82 (Date) 1/13/82 (Date)

% of Tme		Tasks	Import/ Signif of Task		KSA's Required Essential for Entry	Can be Trained For
					(2) Federal and state rules and regulations regarding special education and services.	x
					(3) Appropriate support services (e.g., mental health, occupational and/or physical therapy) to meet the needs of handicapped children.	x
				4.b.	Skills	
					(1) Same as 3.b. (2) X	
					(2) Effective communication skills (both written and oral).	
				.4.c.	Abilities	
					(1) Ability to relate to the problems and concerns of children, their parents, and school personnel.	
					(2) Same as 1.c. (3)	x
20	5.	Reports the results of testing, integratively and functionally, in such a manner as to indicate both the	1	5.a.	Knowledge	
		nature of the child's problems and the kinds of			(1) Same as 3.a. (1-5) X	
		recommended.		5.b.	Skills	
		educational, social, and emotional corrective steps				

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(Personnel Officer) (da	ate)	10	Hiroshi Sato, School	Psychologist	1/13/82
· · · · · · · · · · · · · · · · · · ·	•	cample	(Name)	(Title)	(Date)
		callly.	Kimo Akana, Person	nel Mgmt Spclt	1/13/82
		Sair	(Name)	(Title)	(Date)

% of Tme	Tasks	Import/ Signif of Task	KSA's Required		Essential for Entry	Can be Trained For	
					Prepare well organized and comprehensive reports and display data visually.	×	1
					Write coherently, succinctly, and in accordance with standard conventions of grammar.	X	
				• •	Pinpoint specific present levels of performance of children in all areas that require intervention.	Х	
			5.c.	<u>Abilit</u>	<u>ies</u>		
				(1)	Ability to write appropriately for different audiences.	Х	
				` '	Ability to speak appropriately for different audiences (e.g., convey it in a way that is clear to parents).	X	
					Ability to anticipate long-range needs of children and make appropriate educational recommendations to lend to them.	х	
				(4)	Same as 1.c. (3)		x
15	Provides effective consultative services to assist school personnel to better understand the behavior	2	6.a.	Knov	vledge		
	and learning patterns of each referred child.			(1)	Behavior and learning process of children.	X	
				(2)	Effective methods of training.	Х	

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	5011	(Name) (Title)	(Date

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% of Tme	Tasks	Import/ Signif of Task	KSA's Required		Essential for Entry	Can be Trained For	
				(3)	Direct behavioral intervention techniques for school adjustment problems.	х	
			-	(4)	Screening and preventive methods for use by school personnel.	x	
			6.b. <u>Skills</u>		1 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
				(1)	Prepare meaningful training materials.		×
				(2)	Discussion leadership skills.		x
				(3)	Demonstration of intervention techniques.	×	
				(4)	Conduct needs assessments.		x