

# PLEASANTS COUNTY SCHOOLS



## JOB DESCRIPTION – MENTOR AND SUPERVISOR FOR SPEECH LANGUAGE PATHOLOGIST ASSISTANT

**Qualifications:** Meet minimum Standards for Certification as set forth by the West Virginia Board of Education Policy 5202 in Minimum Requirements for the Licensure of Professional Personnel and the qualification as outlined in West Virginia §18A-4-7a. Must have or be willing to complete the Foundations of Mentoring training through the West Virginia Center for Professional Development. Mentors are required to have a minimum of five years of teaching experience and be an employee of Pleasants County Schools. Must be a certified Speech Language Pathologist.

**Immediate Supervisor:** Principal and/or Assistant Principal

**FLSA Status:** Exempt

**Term of Employment:** Two Semesters *(May not fall within the same school year.)*

**Salary:** Determined by the Pleasants County Board of Education

### Supervision Requirements as required by WVDE

It is the supervising SLP and special education director's responsibility to collaboratively design and implement a supervision system that maintains the highest possible standard of quality. The skills and experience of the SLPA, the needs of the individuals served, the service setting, and the tasks assigned determine the amount and type of supervision required. The supervising therapist may provide more intense supervision in such instances as the orientation of a new SLPA, initiation of

a new program, equipment or tasks, or a change in the student status (e.g., medical complications). The American Speech-Language-Hearing Association (ASHA) recommends 100% supervision of medically fragile students. The supervising SLP should give careful consideration and be prepared to provide 100% supervision before assigning a medically fragile student to an SLPA. The provision of live, e-supervision is allowable for all students, except medically fragile students who should receive on-site supervision. Functional assessment of the speech-language pathology assistant's skills with assigned tasks should be an ongoing, integral element of supervision.

Upon hiring the SLPA, the supervising SLP and SLPA should complete the Supervision Plan and submit it to the WVDE, Office of Special Education (See Appendix B of the SLPA Guidance) within 15 days of employment.

The supervising SLP must hold a master's degree in speech-language pathology and certification through the West Virginia Department of Education. The SLP should have an active interest in using support personnel and have practiced speech-language pathology full-time for

at least two years following certification. The American Speech and Hearing Association (ASHA) requires the supervising SLP to complete two hours of continuing education in supervision before supervision begins.

As the responsibilities of the supervising SLP increase, his/her caseload must decrease. The supervising SLP is responsible for the SLPA's caseload, as well as their own. The supervising SLP and special education director should mutually agree on the supervisory responsibilities and subsequent reduction of the SLP's workload.

The supervising SLP must provide at least the minimum specified level of supervision to ensure the quality of care to all students served. The amount of supervision may vary and depends on the complexity of the caseload and experience of the SLPA. The supervising SLP must maintain documentation of training and supervision provided to the SLPA. All supervision documentation should be kept by the county to ensure access to the information in the event of a staff change.

- The minimum amount of supervision suggested is at least 30% weekly during the first 90 workdays, 20% direct and 10% indirect.
- Additional supervision, beyond the minimum 30% required in the first 90 workdays, may be necessary depending on the skills of the speech-language pathology assistant.
- At the end of the first 90-days, the amount of supervision may be adjusted based on SLPA competency, the needs of the students and the nature of assigned tasks. The supervising SLP determines when the SLPA has met appropriate competencies and skill levels.
- The minimum supervision recommended is 20% weekly, with no less than 10% being direct supervision. Direct means on-site or live e-supervision, in-view observation and guidance.
- Indirect supervision may include review of records, evaluation of audio or videotaped sessions and supervisory conferences that may be conducted face-to-face, by telephone or virtual meeting.
- The supervising SLP should review speech-language therapy progress notes to monitor student progress.
- Information obtained during direct supervision may include data relative to:
  - » Agreement between the SLPA and supervisor on the recording of the target behavior »
  - Accurate implementation of screening and treatment procedures
  - » Accuracy in recording data
  - » Ability to interact effectively with the student
- SLP documentation should reflect direct supervision of every student assigned to the SLPA during each nine-week progress reporting period to gain knowledge of student progress (Appendix F).
- If the supervising SLP is no longer available to provide the level of supervision stipulated, the speech-language pathology assistant may not perform tasks until a replacement WVDE- certified speech-language pathologist is assigned.
- Although more than one speech-language pathologist may provide supervision to an SLPA, at no time may a speech-language pathologist supervise more than three (3), speech-language pathology assistants.

*Please Note: In the event that the SLPA has to use teletherapy to serve their students, the Supervising SLP should observe them 100% of the time during their first session with each student and 25% after that. The observations should be documented on the*

*Direct/Indirect Observation Form in the Appendix E of the SLPA Guidance Document released by WVDE.*

### **University/ Program Expectations**

- The mentor may be required to submit other documentation and complete other tasks and expectations as required by the authorizing SLPA university or program.

### **General Mentor Expectations / Duties and Responsibilities:**

- When possible, the mentor and mentee(s) should be provided joint planning periods throughout the year.
- The mentor must observe their mentee(s) at least one hour per week during the first semester, which may be reduced to one hour every two weeks during the second semester as determined by the principal.
- The mentor must facilitate a weekly support meeting with their mentee and provide feedback and necessary supports for improvement. Weekly support meetings may be reduced to one hour every two weeks during the second semester as determined by the principal.
- The mentor shall serve on their mentee's Professional Support Team and provide insight and direction at their monthly meeting.
- In collaboration with the principal, the mentor will schedule appropriate opportunities for their mentee(s) to observe other highly effective teachers.
- The mentor will maintain a Meeting Log (provided) and submit a mid-year and end-of-year copy to the county office, as directed.
- The mentor will communicate openly and effectively, both verbally and in writing.
- The mentor will keep the principal informed of suggested interventions made to their mentee(s).
- The mentor will maintain confidentiality and function in a professional manner at all times.
- The mentor will assist their mentee(s) in a support role rather than an evaluative role.
- The mentor must be available for commitments beyond the instructional day when necessary.
- The mentor must demonstrate the following competencies:
  - a high degree of pedagogy.
  - a strong understanding of the standards and expectations of an SLP/ SLPA
  - an interest in assisting those new to the profession.

### **PHYSICAL DEMANDS:**

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to reach, stand, walk, lift, grasp, write, talk, hear, see, use technology such as computers and multi-media equipment, and use repetitive motions. While performing the duties of this job, the employee may frequently lift and/or move at least 10 pounds of materials. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff members.

### **WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Most commonly, the educational setting is indoors with outdoor settings for recess and field trip activities. The noise level in the work environment is low to moderate (20-60 dB). Exceptions include gymnasiums as well as vocational/ technical laboratories where the noise levels may be moderate to loud (60-90 dB).

*The information contained in the job description is for compliance with the Americans with Disabilities Act (ADA) and*

*is not an exhaustive list of duties performed by this position.*

**Perform Other Job-Related Duties and Responsibilities as Assigned by the Principal and/or Assistant Principal**

**Approved: August 26, 2021**

**Amended: TBD**