

CASEY-WESTFIELD COMMUNITY UNIT SCHOOL DISTRICT C-4

JOB DESCRIPTION

TITLE: SPEECH LANGUAGE PATHOLOGIST

QUALIFICATIONS: 1. Illinois certification for the specified teaching assignment
2. Federal highly qualified requirements for the specified teaching assignment.
3. Such alternatives to the above qualifications as appropriate and/or acceptable.

REPORTS TO: Building Principals

DUTIES AND RESPONSIBILITIES:

Utilizing leadership, advocacy, and collaboration, school-based speech language pathologists provide prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational goals.

A. PLANNING AND OVERSIGHT

1. Organizes a program that addresses local school speech-language goals.
 - 1.1 Contributes to the development of program guidelines as appropriate.
 - 1.2 Cooperates with local education agency, community and/or state programs to affect comprehensive services.
2. Works cooperatively with school personnel to accomplish the goals and objectives of the local education agency.
 - 2.1 Attends meetings, such as faculty meetings, special education meetings and parent-teacher conferences.
 - 2.2 Serves on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings.
 - 2.3 Schedules interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment.
 - 2.4 Applies a systematic workload model to facilitate the organization of the speech-language program within the school.
3. Coordinates speech-language services with student services provided by other school personnel.
 - 3.1 Collaborates with school personnel, such as teachers and psychologists, to best meet the needs of all students.
 - 3.2 Meets with related school personnel to coordinate specific objectives for individualized educational programs.
4. Maintains records of the speech-language program and prepares periodic reports as required.
 - 4.1 Keeps data for program planning and decision making for students.
 - 4.2 Submits reports which meet local and state requirements.
 - 4.3 Maintains current files for use by authorized school personnel.
 - 4.4 Safeguards confidentiality of student records.
 - 4.5 Completes records for third party reimbursement accurately and in a timely manner as appropriate.
5. Adheres to established rules, regulations, laws and appropriate ethical standards.
 - 5.1 Provides services which hold the well-being of each student paramount.
 - 5.2 Guards against conflicts of professional interest.
 - 5.3 Demonstrates knowledge of federal, state and local rules, regulations and laws.

- 5.4 Complies with established lines of authority within the parameters of professional standards.

B. SCREENING, TESTING, DIAGNOSING and ADVISING

- 1. Conducts speech and language screenings
 - 1.1 Serves on student intervention team/Individualized Education Program (IEP) team as appropriate.
 - 1.2 Works with other professionals to carry out the screening process.
 - 1.3 Uses appropriate screening instruments.
- 2. Administers formal and informal (ongoing & curriculum-based) assessments.
 - 2.1 Observes students in educational environments.
 - 2.2 Selects appropriate assessments based on individual students needs.
 - 2.3 Administers tests according to acceptable procedures.
- 3. Obtains additional diagnostic information from appropriate persons and available records for speech-language purposes.
 - 3.1 Obtains pertinent case history.
 - 3.2 Obtains data from other professionals and parents.
- 4. Analyzes and interprets information to make recommendations regarding the need for speech-language services.
 - 4.1 Integrates data from a variety of assessment techniques and sources.
 - 4.2 Determines the effects of the student's impairments in regard to accessing the general curriculum.
 - 4.3 Presents and explains data to IEP team.
 - 4.4 Prepares evaluation summary.
- 5. Provides appropriate information on an informal or formal basis regarding speech, language and hearing programs.
 - 5.1 Presents information to school personnel about language disorders as they relate to literacy and interactive communication skills.
 - 5.2 Presents information to school personnel about speech disorders (articulation, voice, fluency) and their impact on communication and learning.
 - 5.3 Provides information to parents and teachers about speech and language development.

C. MANAGING AND CONDUCTING THERAPY

- 1. Collaborates/consults with classroom teachers in the management of speech-language disorders.
- 2. Plans evidence-based interventions appropriate for individual students and groups of students.
 - 2.1 Implements the service delivery model most appropriate to the students' degree of severity.
 - 2.2 Provides activities commensurate with students' interests and aptitudes.
 - 2.3 Modifies therapeutic instructional approaches and other functions from data gathered during therapy.
 - 2.4 Selects/implements evidence-based practices which support the goals and objectives of the speech and language program.
- 3. Uses evidence-based methods and techniques appropriate to stated objectives.
 - 3.1 Designs, selects and/or modifies special curricula/therapy content.
 - 3.2 Uses a variety of equipment, materials, devices and aids.
 - 3.3 Uses systematic and evidence-based intervention strategies to foster communicative competence.
 - 3.4 Provides feedback and reinforcement to students.

4. Manages the facilities, materials and equipment, including assistive technology, necessary to the delivery of services.
 - 4.1 Requests adequate facilities, materials and equipment.
 - 4.2 Uses and maintains facilities, materials and equipment in an optimal manner.
 - 4.3 Arranges therapy environment to create optimum learning conditions.
 - 4.4 Chooses therapy materials to meet the needs, age, cultural differences and interests of individual students.
5. Adjusts intervention strategies based upon student performance.
 - 5.1 Uses systematic procedures for review of student progress.
 - 5.2 Changes activities on basis of student progress.
6. Promotes effective interpersonal relations with students.
 - 6.1 Uses language appropriate to the listener.
 - 6.2 Maintains confidentiality of information received.
 - 6.3 Promotes respect for cultural differences.
 - 6.4 Encourages others to understand and respect those with disabilities.
7. Utilizes effective classroom management techniques.
 - 7.1 Establishes classroom procedures and routines for smooth functioning with little to no loss of instructional time.
 - 7.2 Establishes clear standards of conduct, is aware of student behavior, and responds to student misbehavior in ways that are appropriate and respectful to students.
 - 7.3 Creates a safe classroom where learning is accessible to all students.

D. ADHERING TO LOCAL, STATE, FEDERAL REGULATIONS and ETHICAL PRACTICES

1. Completes procedural documentation appropriately.
2. Demonstrates knowledge and use of statewide testing procedures.
3. Abides by professional code of ethics.
4. Develops appropriate IEPs based on students' strengths and needs.
5. Demonstrates awareness of professional performance in due process matters and litigious environments.
6. Manages time efficiently.
 - 6.1 Submits to the appropriate person(s) and maintains schedule for speech-language screening, diagnostic assessments, therapy/instructional services and other activities.
 - 6.2 Provides and follows schedules for assigned schools and informs appropriate personnel of departures from schedule.
 - 6.3 Keeps an updated schedule of each student's therapy.
 - 6.4 Arranges travel time to maximize contact with students and to accomplish other duties.
7. Engages in continuing education and professional growth activities related to speech-language and education.
 - 7.1 Participates in professional meetings, symposia and workshops directly related to the speech language profession.
 - 7.2 Reviews speech-language literature and makes use of new information during therapy and instructional procedures.
 - 7.3 Applies knowledge gained from continuing education activities.
 - 7.4 Explores and disseminates information about new and/or improved methods for serving students.

E. LIAISON

1. Provides consultation to parents, teacher and other appropriate school personnel.
 - 1.1 Consults with parents and teachers relative to identified and non-identified students.
 - 1.2 Consults with other personnel such as the principal, nurse, occupational therapist, physical therapist, psychologist, social worker, guidance counselor, other speech-language pathologists and special educators.
2. Seeks the assistance of teachers, parents and others to meet the communication needs of students.
 - 2.1 Talks with teacher formally and informally about the individual student's needs and progress.
3. Consults/communicates with non-school agencies to enhance services.
 - 3.1 Requests specific information on individual student's receiving services from non-school agencies (e.g. clinics, hospitals, physicians, health departments, day care centers, Head Start, etc.) with signed release of information.
 - 3.2 Gathers general information about services offered by non-school agencies.
 - 3.3 Coordinates students' therapeutic service with those provided by non-school agencies by telephone, written communication and/or formal meetings.

F. OTHER

1. Performs other tasks and duties as necessary and assigned by the building principal.

TERMS OF EMPLOYMENT: As specified in teacher contract

EVALUATION: As per evaluation plan for certified staff.

COMPENSATION: As specified in teacher contract

Revised November 16, 2009