

Chittenden Central Supervisory Union

Job Description

JOB TITLE: Speech Language Pathologist

FLSA STATUS: Exempt

UPDATED: May 10, 2002

POSITION OBJECTIVE(S): Consistent with state and federal law, case manages, coordinates and provides an effective and efficient system of speech and language support and resources designed to meet the needs of assigned students, and effectively integrate students into the least restrictive environment.

STUDENT ASSIGNMENT: All students on IEPs and 504 plans with the category of speech and language impaired, and other students who have demonstrated significant speech, language, hearing, fluency, and/or voice problems that require intensive intervention and instruction.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

PLANNING & PREPARATION

- Integrates current best practices, research, and special education laws into the education of the disabled, to assure compliance with state and federal laws, and to provide the most effective educational program for assigned students. (Competency 1a)
- Demonstrates knowledge and understanding of assigned students including: intellectual, social, and emotional characteristics of age group; students' varied approaches to learning; student skills and knowledge; student interests and cultural heritage; economic and cultural influences; student's family, school and community context. (Competency 1b)
- Serves as liaison person to assure a successful transition of assigned students from school to school, or classroom to classroom. (Competency 1b)
- Uses assessment information to develop an effective standards-based Individual Educational Plan (IEP) for those students who qualify for such services. (Competency 1c)
- Researches, coordinates and effectively utilizes available school and community resources and outside agencies to ensure proper delivery of students' IEP. (SLP, Social Worker, OT/PT, internal and external professionals and agencies, and the like). (Competency 1d)
- Plans, develops, and monitors and/or delivers extended school year programs for identified students to assure an effective educational program. Provides technical assistance to summer tutors as needed (if applicable). (Competencies 1e)
- Works with classroom teachers to select, design/modify classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) for assigned students designed to promote the academic, vocational, physical and social development needs of students, adhering to accommodations as appropriate. (Competency 1e)

- Administers and/or coordinates a thorough assessment in communication, language and cognitive skills using a variety of techniques including standardized tests, rubrics, checklists, curriculum based measures, developmental scales, observations, behavior objectives, and the to like.
- Confers with parents, school counselors, classroom teachers, social workers, administrators, testing specialists and other professionals as needed to determine proper assessment tools and procedures, and to discuss evaluation results. (Competencies 1f)
- Interprets both educational and clinical findings to accurately determine program eligibility and to assess student progress. (Competency 1f)

LEARNING ENVIRONMENT

- Creates and maintains an environment of respect and rapport. (Competency 2a)
- Effectively serves all children on general caseload and assists with the integration of assigned students into regular classroom settings using the concepts of normalization and least restrictive environment. (Competency 2b)
- Coordinates services and assures productive, effective, and efficient use of assigned para-educators. (Competency 2c)
- Determines appropriate affective and social behavior pragmatic language, identifies children's competencies in their daily living skills, and develops and implements effective intervention plan. (Competency 2d)
- Identifies and implements appropriate assistive technology devices and other adaptive or augmentative systems that will enhance student communication and accessibility to learning. (Competency 2e)
- Provides a safe learning environment for all students. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities. (Competency 2e)

INSTRUCTION

- Effectively provides academic instruction, social skills training and other direct services to assigned students individually, and in small/large groups (both outside and within the regular classroom) as decided by team members, using the recommendations of the most current written Evaluation Report. (Competency 3a)
- Implements appropriate classroom activities/educational materials to effectively engage students in learning and to maximize student comprehension of the lesson; including implementation of individual educational plans, instructional groupings, behavioral management techniques, peer support and the like. (Competencies 3b & 3c)
- Assists the classroom teacher in providing effective, timely, and quality feedback on student progress to parents, students and other professionals as needed or required. (Competency 3d)
- Assists the classroom teacher in accurately assessing the effectiveness of classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) to make sure instructional goals of assigned students are being met; and

persistently seeks thoughtful alternative approaches/resources to improve student learning. (Competency 3e)

OTHER PROFESSIONAL RESPONSIBILITIES

- Routinely observes student interactions and learning environments in the classroom, school and community to assess instructional effectiveness. (Competency 4a)
- Identifies, coordinates, and implements training for teachers, para-educators and other school personnel as it relates to understanding speech and language disorders, managing and implementing student programs, screening and assessment, developing IEPs, and evaluating student progress. (Competency 4a)
- Assists the department head, school principal and/or Co-Chief of Instruction in planning and evaluating program effectiveness and identifying program needs. (Competency 4a)
- Prepares and maintains accurate, complete, timely, effective and confidential student records and related reports as required by law, district policy, and administrative regulations. (Competency 4b)
- Communicates/collaborates effectively with parents to keep families informed of the instructional program and individual student progress; and effectively engages families to help meet the educational needs of the student. Means of communication may include annual open house, observation sessions for parents, conferences, sessions for program discussion, making home visits, and other individual meetings as necessary. (Competency 4c)
- Works effectively, cooperatively and respectfully with supervisors, colleagues, and subordinates. Implements strategies such as collaborative teaming, conflict resolution, and mediation strategies to facilitate team decisions around student programs. (Competency 4d)
- Participates in EST/CRT functions including (but not limited to) meetings, developing referral processes, screening referred students, providing supplemental support, and consulting services as requested. (Competency 4d)
- Actively participates in school events, workshops, in-service meetings, building level staff meetings, district meetings, and other school and district committees/projects. (Competency 4d)
- Responsible for on-going professional growth activities as outlined in ones own Individual Professional Development Plan, consistent with district goals and school action/strategic plans, and as directed by the Co-Chief of Instruction/School Principal/Department Head. (Competency 4e)
- Keeps abreast of current best practices, research, and special education laws. (Competency 4e)
- Acts as a general resource person for classroom teachers, para-educators, and administration; and participates as a leader in teacher training activities (both school-wide and district-wide). (Competencies 4e)
- Shows professionalism and considers "What's best for students" in serving and advocating for students, and in decision making. (Competency 4f)
- Follows and assists in upholding and enforcing school rules, administrative regulations and procedures, policies of the CCSU, and corresponding school district policies. (Competency 4f)

SUPERVISION RECEIVED:

Grades K-8: Reports to, evaluated by, and receives general administrative direction from the School Principal (or Co-Chief of Instruction if no Principal or if performing work for various schools) with input from the Co-Chief of Instruction. Receives some technical direction from the Co-Chief of Instruction.

Grades 9-12: Reports to and receives general administrative direction from the Department Chair. Evaluated by the School Principal and/or his/her designee with input from the Department Chair and Co-Chief of Instruction. Receives some technical direction from the Co-Chief of Instruction.

SUPERVISORY RESPONSIBILITIES:

Grades K-8: Trains and plans, assigns/directs the activities, and is responsible for quality of work of assigned para-educators; plays key advisory role in evaluation, hiring, and continued employment.

Grades 9-12: Assists the Department Head with training, planning and directing the activities of assigned para-educators; plays key advisory role in evaluating, hiring and continued employment.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. Master's degree or equivalent in Speech and Language Pathology or other appropriate discipline plus 3 to 4 years of relevant experience preferred (or a combination of education and experience from which comparable knowledge and skills are acquired). Working knowledge of Vermont Special Education Law and/or recent experience working in a Vermont school district preferred.
- Working knowledge of sign language.
- Certifications and Licenses. Valid Vermont Professional Educator's License with a 3-84 Endorsement (Level II preferred), plus meets all the basic competencies and qualifications of the endorsement as listed in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.¹ Valid Vermont State driver's license and reliable transportation preferred and possibly required.
 - Language Skills. Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and special education regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedure manuals that conform to Special Education regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.
 - Mathematical/Reasoning Skills. Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
 - Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.

Knowledge and experience of a variety of adaptive equipment and software.

- Communication & Interpersonal Skills. Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress.

PHYSICAL EFFORT AND STRESS. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Employee is occasionally required to drive. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ⁱ May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>