JOB DESCRIPTION REVISION DATE: April 26, 2012

DEPARTMENT / SCHOOL: Special Education

REPORTS TO: Assistant Director of Special Education

SUPERVISES: N/A

POSITION GOAL:
To work with ELL students (Spanish/English), parents and staff in order to prevent, identify, evaluate and remediate a wide range of oral communication problems, including articulation, voice, and fluency and language disorders.

ESSENTIAL FUNCTIONS:
1. Prevention can include consultation, in service training, and speaking with parents and parent groups.
2. Identification can include pre referral (student support teams), bilingual screenings, and referrals for the evaluation process.
3. Assessment may include data collection in both Spanish and English through standardized or non-standardized measures, interpretation, report writing in English, bilingually sharing results with parents and staff, determining eligibility for services, and developing appropriate ELL speech and language IEP’s.
4. Intervention can include caseload management (scheduling), direct remediation within the educational setting, pull out services, consulting on academic and social issues, developing ongoing goals, documenting progress, collaborating with classroom teachers and other school personnel as well as holding annual review meetings, speech/language only report backs as well as report backs to service teams.
5. Completing caseload records for special education funding.
6. Managing/Maintaining student IEP’s and evaluations on web based computer program.
7. Assignment may include multiple sites and age/ability levels as well as district assessments and SLPP supervision.
8. Ability to work collaboratively in a team setting using both English and Spanish.
9. Other duties as assigned by supervisor or administration.

KNOWLEDGE AND CRITICAL SKILLS:
1. Near fluent to fluent verbal and written Spanish and English skills.
2. Bicultural awareness of both Spanish speaking countries and mainstream English speaking community.
3. An understanding of the characteristics of second language acquisition, its impact on the native language and differentiating between speech and language difference vs. disorder.
4. An understanding of dual language assessment data collection model(s.)

EXPERIENCE AND EDUCATION:
1. Illinois Certificate with Speech and Language Pathology endorsement (Type 73 or Type 10 or Type 03/09).
2. Illinois Department of Financial and Professional Regulation Speech Language Pathologist License.
3. Master’s degree or higher in Speech Language Pathology.
Comments:

ENVIRONMENTAL CONDITIONS:
1. Must work in noisy and crowded environments.
2. Indoors or outdoors in a busy school environment.
3. Frequently work at a fast pace with unscheduled interruptions.
4. May be required to leave main work site to attend meetings.
5. Public contact requiring appropriate business-like apparel.

PHYSICAL DEMANDS:
1. Requires prolonged sitting or standing.
2. Occasionally requires physical exertion to manually move, lift carry, pull, or push heavy objects or materials.
3. Occasional stooping, bending, and reaching.

ADA:
The employer will make reasonable accommodations in compliance with the Americans with Disabilities Act of 1990.

This job description will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal job functions are subject to modification.

TERMS OF EMPLOYMENT:
Nine month position (189 work days)

EVALUATION:
Performance of the position will be evaluated with provisions set by the Board of Education as per contract.

Employee Signature: ________________________________ Date: _____________
Supervisor Signature: ________________________________ Date: _____________