

SPEECH AND LANGUAGE PATHOLOGIST

JD LOCATOR: 3.19.1

Revised: 9/00, 3/08, 2/09, 10/17, 10/22

REPORTS TO:	Building Administrator(s)
CLASSIFICATION:	Certified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of certificated staff. Additional evaluations may be submitted at the discretion of the Assistant Superintendent – Personnel Services.

JOB SUMMARY

To screen, identify, assess, diagnose, refer, provide intervention for, and to provide counsel (to include students, parents and teachers) for individuals with or at risk for articulation, fluency, voice, language, communication, and/or related disorders, and to effect change; so that, the student may participate as fully as possible in educational, social, and vocational settings.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

STANDARD 1: DEMONSTRATE LEADERSHIP, ADVOCACY, COLLABORATION, AND ETHICAL PRACTICES

Criteria A: School Speech-Language Pathologists attend a variety of meetings with other faculty members, parents and other exceptional children teachers on the school and district level to positively impact student outcomes. In addition, they serve on committees at both the school and district level. They provide direct specialized instruction through a variety of service delivery models, including classroom-based inclusive practices and pull-out as well as services on behalf of students through consultation and collaboration with teachers and other professionals.

1. Work cooperatively with school personnel to accomplish the goals and objectives of the local education agency
2. Provide appropriate information on an informal or formal basis regarding speech, language and hearing programs.
3. Maintains records of the speech-language program and prepare periodic reports as required and collects and maintains data to inform program decisions for students
4. Adhere to established rules, regulations, laws and appropriate ethical standards
5. Supervise graduate interns, paraprofessionals, volunteers and other professionals (as applicable)

STANDARD 2: PROMOTES A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Criteria B: Speech-Language Pathologists consult with parents and teachers relative to identified and non-identified students. They also consult with other school and community professionals to improve services to identified and non-identified students.

1. Provides consultation to parents, teachers and other appropriate school personnel
2. Adjust intervention strategies based upon student performance
3. Promotes effective interpersonal relations with students

STANDARD 3: UNDERSTANDS AND FACILITATES THE IMPLEMENTATION OF A COMPREHENSIVE APPROACH TO SPEECH-LANGUAGE DEVELOPMENT

Criteria C: Speech-Language Pathologists regularly consult and collaborate with teachers to manage speech and language disorders as they are manifest in the classroom performance.

1. Collaborates/consults with classroom teachers in the management of speech-language disorders
2. Adjusts intervention strategies based upon student performance
3. Promotes effective interpersonal relations with students
4. Consults/communicates with non-school agencies to enhance services

5. Makes recommendations and referrals for audiological/medical and related services
6. Apply a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.

STANDARD 4: PROMOTES LEARNING FOR ALL STUDENTS

Criteria D: School Speech-Language Pathologists serve on student intervention teams as appropriate, work with other professionals to carry out screenings, and use applicable instruments and procedures. School Speech-Language Pathologists observe students in educational settings, select and administer suitable standard and non-standard instruments using acceptable procedures. School Speech-Language Pathologists obtain pertinent case history and additional forms of data from parents and professionals.

1. Conducts speech, language and hearing screening, administer formal and informal assessments, and obtain additional diagnostic information from appropriate persons and available records for speech-language purposes.
2. Analyzes and interprets information to make recommendations regarding the need for speech-language services
3. Maintains records of the speech-language program and prepares periodic reports as required
4. Adheres to established rules, regulations, laws and appropriate ethical standards
5. Uses evidence-based methods and techniques appropriate to stated objectives

STANDARD 5: REFLECTS ON PRACTICE

Criteria E: School Speech-Language Pathologists participate in meetings, symposia and workshops that directly relate to the profession. They review literature and make use of current information during diagnostic and therapy activities. They apply knowledge gained from continuing education activities and explore and disseminate information about new or improved methods for serving students.

1. Engages in continuing education and professional growth activities related to speech-language, hearing and education
2. Analyzes the impact of comprehensive speech-language services on student learning

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions. This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

1. Designs yearly program for implementing the speech-language/hearing services within building(s) assigned in keeping with district, state, and federal guidelines. Assumes responsibility for requisitioning and maintaining needed supplies.
2. Processes speech-language/hearing screening programs as prescribed by state law and district policy.
3. Identifies those students who warrant speech-language services.
4. Evaluates and assesses students with speech-language disorders to determine cause, nature, prognosis, habilitation goals, and recommend remediation.
5. Conducts regularly scheduled therapy which will modify the behaviors characterizing the speech-language and/or hearing disorder.
6. Plans and implements the Individual Education Plan (IEP) as part of the transdisciplinary team.
7. Consults with students, parents, and professionals relative to student's speech-language/hearing concerns.
8. Provides information and assistance to teachers and other appropriate staff and nonpublic school agencies through such activities as consultation and in-service education.
9. Maintains accurate files and paperwork for the individual students referred, screened, and/or receiving therapy or other school-provided services.
10. Attends and/or conducts eligibility reviews and IEP meetings.
11. Completes IEP, testing, and assessment paperwork for students in timely manner to comply with state and federal laws and regulations and district policies.

SUPERVISORY RESPONSIBILITIES

1. Performs supervisory responsibilities for speech implementer in accordance with DESE standards.

Such duties may be assigned dependent on the assigned building needs. Duties include program supervision and training, evaluation activities, IEP development and meetings, and direct contact as established by the written description submitted to DESE by the district. If the supervising pathologist is providing direct services to a specific caseload of students, that caseload must be reduced to allow for the additional assessment, IEP responsibilities, and training/supervision for any implementer(s).

2. Students and volunteers.

QUALIFICATION REQUIREMENTS: *The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.*

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. Valid license from the Missouri State Board of Registration for the Healing Arts and/or valid Missouri Student Services Speech-Language Pathologist Certification from DESE.
2. The ASHA Certificate of Clinical Competence (CCC) which is obtained with a Master's Degree in Communication Disorders, a supervised Clinical Fellowship (9 months), and a passing score on the national exam (Speech Praxis).
3. If new graduate, A Master's Degree in Communication Disorders or Speech-Language Pathology, an initiated application for Clinical Fellowship, a valid provisional license from the Missouri Board of Registration for the Healing Arts and/or a valid temporary Missouri Speech Specialist Certificate issued by the State Board of Education
4. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to effectively present information and respond to questions from administration, faculty, parents, students, and the school community.
2. Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations.
3. Ability to write reports, correspondence, and procedure manuals consistent with the duties of this position.

MATHEMATICAL SKILLS

1. Ability to work with mathematical concepts such as probability and statistical inference.
2. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations that are directly related to the duties of this position.

REASONING ABILITY

1. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
2. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES

1. Promote a harassment-free environment.
2. Establish and maintain effective working relationships; demonstrates a commitment to teamwork.

3. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
4. Ability to learn and upgrade job skills in order to meet changing demands of the position.
5. Excellent computer and keyboarding skills.
6. Excellent grammatical, spelling, and punctuation skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.
11. Ability to prepare and maintain accurate files and records.
12. Ability to meet strict deadlines.
13. Ability to apply knowledge and competence in the communication areas of language, articulation/phonology, voice, fluency, and feeding/swallowing.
14. Ability to apply knowledge and competence of the comprehensive speech and language evaluation process. Ability to administer and interpret standardized testing instruments.
15. Ability to apply knowledge and competence in generating educationally relevant goals and objectives based on the communication needs of the individuals in keeping with district and state guidelines.
16. Ability to perform documentation standards. Maintain confidentiality, unquestionable integrity.
17. Ability to establish and maintain effective relationships with student, peers, and parents.
18. Consistent punctuality and attendance is representative of concern for job responsibility.
19. Ability to demonstrate flexibility in a positive manner.
20. Stays current with field through attendance at professional conferences.

PHYSICAL DEMANDS: The physical demands described here 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.

Work is typically performed in and around a student learning environment; may be exposed to childhood diseases; may be required to balance and crouch, crawl, bend, or kneel; may be required to stand for prolonged periods; may be exposed to high noise levels; and may experience a multitude of demands and changing priorities with frequent interruptions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear, and sometimes walk and sit. While performing the duties of this job, the employee must occasionally push or lift up to 25 pounds. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and 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.

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.

The noise level in the work environment is quiet to moderate. Duties are performed indoors and occasionally outdoors.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature

Date

Supervisor's Signature

Date