

SPEECH AND LANGUAGE PATHOLOGIST

- QUALIFICATIONS:**
1. Wisconsin Speech and Language Pathology 820 License
 2. Masters Degree
 3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Director of Student Services

JOB GOAL: To help reduce or eliminate speech and language impairments that interfere with the individual student's ability to derive full benefit from the District's educational program.

PERFORMANCE RESPONSIBILITIES:

I. Evaluation/Multidisciplinary Team

1. The exceptional education teacher demonstrates knowledge of individual and group involvement as it relates to M-Team roles and responsibilities including:
 - a. Assisting and guiding teachers in observing, describing, and referring suspected and identified speech and language disabilities.
 - b. Providing a thorough assessment and diagnosis of speech, voice, articulation and language impairments, including reviewing, analyzing and incorporating information presented through referral data.
 1. Conducting and documenting interviews, including both formal and informal observations, utilizing valid and reliable tests to reach appropriate educational conclusions;
 2. Including current behavioral, social and academic functioning, individual learning style and how specific concept skills are acquired and utilized;
 - c. Providing comprehensive written analysis of data obtained through assessment;
 - d. Providing written recommendations for intervention strategies in regular and special education designed to achieve motor, language, perceptual, cognitive, and social-emotional habilitation or rehabilitation objectives;
 - e. Stating criteria for eligibility in special education and recognizing parameters for enrollment;
 - f. Providing screening to identify speech handicapped children at the kindergarten screening;

- g. Providing leadership for the development of the M-Team report when assigned;
- h. Participating as a member of STAR Committee and Multidisciplinary Team when assigned.

II. Instruction/Implementation

1. The exceptional education teacher shall provide the primary leadership and input in the development of the IEP relating to each child's identified needs, including methods of determining student progress, with input from regular education teachers, consultants, parents, psychologists, school social workers, therapists, and others deemed appropriate by or for the M-Team.
2. Providing a therapeutic program to meet individual needs of speech and language handicapped children.
3. Annually, the exceptional education teacher shall review and update the child's IEP with input and assistance from parents, other special and regular education teachers, and supportive staff who work with the child.
4. Assuming primary responsibility for requisitioning and maintaining needed equipment and supplies.

III. Programs/Staff Development

1. The exceptional education teacher shall maintain appropriate communications with teaching staff, resource personnel, parents and administration, including:
 - a. Providing objective data regarding specific needs of children; submitting data and needs in writing and presenting at times of multidisciplinary team; documenting all comments within area of licensure regarding child prior to discussion;
 - b. Communicating professional judgments with supportive documents and experience in a manner which promotes a positive attitudinal atmosphere resulting in the facilitation (cooperation) of appropriate programming for the benefit of individual children and the total program in the district;
 - c. Communicating on consistent basis with individual teachers involved with your assigned special education students; documenting meetings with others indicating their concerns, comments and your recommendations;
 - d. Writing a concise logical summary of minutes and decisions of the staff during multidisciplinary team staffings as it pertains to an assigned child, if requested to do so;
 - e. Planning, developing, implementing and evaluating activities for the involvement and training of parents or other individuals responsible for the primary care of exceptional children;
 - f. Developing personal and professional objectives to evaluate professional performance; implementing an action plan which facilitates the attainment of self-improvement/directed objectives;

- g. Using language and expression which will promote positive interactions and response from others to achieve total team effectiveness;
- h. Serving as a resource to school staff members in the development of a balanced program for oral communication and speech improvement;
- i. Providing inservice education and serving as a consultant to teachers and school staff members on topics concerning speech improvement;
- j. Attending staff meetings and serving on staff committees as appropriate.

IV. Records and Reporting

- 1. The exceptional education teacher demonstrates professional responsibility in meeting all record and reporting requirements established by state and federal laws and administrative procedures, including:
 - a. Maintaining all pupil and reporting records accurately and currently;
 - b. Maintaining the confidentiality of all records and information;
 - c. Meeting all timelines for completing/reporting/recording information.

V. Interagency and Parent

- 1. The exceptional education teacher demonstrates a knowledge of role parameters and responsibilities to persons outside the school, including:
 - a. Outlining limitations of expertise based on licensure and competencies;
 - b. Seeking peer critiquing of proposed communications;
 - c. Keeping within teaching roles unless specifically assigned in writing an administrative function;
 - d. Using communications which elicit positive response;
 - e. Enhancing peer and department image;
 - f. Assisting in proper referrals of individuals to agencies and specialists in the community as appropriate;
 - g. Providing information, support, and counseling to parents and families when appropriate.

VI. Other

- 1. Performs other tasks and assumes other responsibilities within the overall scope of the position which the supervisor may assign.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of Professional Personnel.