

SCHOOL DISTRICT OF FRANKLIN COUNTY

JOB DESCRIPTION

SPEECH/LANGUAGE PATHOLOGIST

QUALIFICATIONS:

1. Bachelor's degree in Speech/Language Pathology/Communication Disorders from an accredited educational institution.
2. Certification in Speech/Language Pathology by the State of Florida and/or licensure in Speech/Language Pathology by the State of Florida, Department of Professional Regulations.
3. Acceptance into a graduate program in Speech/Language Pathology/Communication Disorders is required prior to expiration of temporary certificate.
4. Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Comprehensive knowledge about assessment and remediation of speech/language impairments. Knowledge of federal, state and county guidelines related to implementation of the speech/language impaired program. Ability to function as a member of the educational team. Strong desire to work with children. Knowledge of current educational research, especially in the field of speech pathology. Basic understanding and knowledge of current technology in the field. Ability to work effectively with students, peers, administrator community agencies, parents and others. Must be able to travel to various schools.

REPORTS TO:

Principal and Program Supervisor

JOB GOAL:

To provide a comprehensive program for students who are referred to the speech/language impaired program.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation

1. Establish long and short range plans based on student needs and consistent with District and state requirements.
2. Select materials to support learning objectives and meet the needs of students with diverse backgrounds and special needs.
3. Plan a therapy program for eligible students including implementation and annual review of the Individual Education Plan (IEP).

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4. Participate in school level child study teams as appropriate.
5. Provide statistical information for program planning, such as FTE information, severity rating data, end of year reports, matriculation reports, screening results and other relevant data.
6. Schedule students for the speech/language impaired program taking into account the total educational setting.
7. Order materials and supplies for program implementation.

Classroom Management

8. Establish and maintain a positive, organized, and safe learning environment.
9. Arrange furniture and/or space to facilitate consultation, assessment, and instruction.
10. Use time efficiently.
11. Manage materials and equipment effectively.
12. Establish and maintain effective and efficient record keeping procedures.
13. Provide a positive environment in which students are encouraged to be actively involved in the learning process.

Assessment/Evaluation

14. Identify students who have speech and/or language impairment through screening and/or diagnostic assessments.
15. Determine eligibility for the speech/language impaired program.
16. Analyze/interpret results of screening or diagnostic assessments.
17. Assist the audiologist in conducting hearing screenings and in medical follow-up for referred students.

Student Instructional Engagement

18. Demonstrate respect for diverse perspectives, ideas, and options.
19. Accept and value students from diverse cultures and with diverse needs.
20. Use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of students.
21. Demonstrate knowledge of techniques and instruments used to diagnose speech/language impairments.
22. Demonstrate knowledge and understanding of speech/language pathology.
23. Apply principles of learning and effective teaching.
24. Conduct a therapy program for eligible students including implementation and annual review of the Individual Education Plan.
25. Use appropriate materials, technology, and resources to help meet student's needs.
26. Use strategies appropriate for working with students from diverse backgrounds.
27. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.

SCHOOL DISTRICT OF FRANKLIN COUNTY

JOB DESCRIPTION

SPEECH/LANGUAGE PATHOLOGIST

Technology

28. Use technology resources effectively.
29. Use technology to establish an atmosphere of active learning.
30. Provide students with opportunities to use technology to gather and share information.
31. Facilitate student access to the use of electronic resources.
32. Explore and evaluate new technologies and their educational impact.
33. Use technology to review student assessment data.
34. Use technology for administrative tasks.

Collaboration

35. Consult with parents, teachers, principals, and others as appropriate, concerning general guidelines of speech and language development and specifically about students enrolled in the program.
36. Use effective, positive communication skills.
37. Interpret educational policies, programs, and procedures relative to the speech/language program.
38. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.
39. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Professional Learning

40. Provide information and/or inservice to teachers, administrators, and other school staff.
41. Engage in continuing improvement of professional knowledge and skills.
42. Conduct a personal assessment periodically to determine professional development needs.
43. Participate in school data collection of input on principal's performance assessment program.

Professional Responsibilities

44. Prepare and maintain audit files on all speech/language impaired students.
45. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
46. Perform and fulfill professional responsibilities.
47. Demonstrate attention to punctuality, attendance, records, and reports.
48. Maintain confidentiality of student and other professional information.
49. Exercise appropriate professional judgment.
50. Comply with policies, procedures, and programs.
51. Perform other incidental tasks consistent with the goals and objectives of this position.

SCHOOL DISTRICT OF FRANKLIN COUNTY

JOB DESCRIPTION

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Student Growth and Achievement

- 52. Ensure that student growth and achievement are continuous and appropriate for age group and/or student program classification.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

I have read and discussed with my administrator the above job description. I am aware of the professional development opportunities available to meet these expectations.

Supervisor's Signature

Employee's Signature

Date

Date

FCSB Approval Date

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