Mt. Diablo Unified
CERT AAC Augmentative/Alternative Communication Coach 3715

CERTIFICATED TEACHING PERSONNEL

Duties and Responsibilities of Augmentative/Alternative Communication Coach

Augmentative/Alternative Communication Coaches shall be evaluated by an administrator designated by the Assistant Superintendent for special Education in accordance with evaluation of their performance in relation to the Standards adopted between the District and Association.

Alternatively, qualified first year specialists may be evaluated by a coach from the peer Assistance and Review Program.

The duties and responsibilities of Augmentative/Alternative Communication Coaches are as follows:

1. to establish, in cooperation with the evaluator (or designated by the collective bargaining agreement), goals and objectives consistent with the evaluation article of the collective bargaining agreement.

2. to comply with all laws and regulations of the State of California, policy and rules of the Mt. Diablo Unified School District Board of Education, and terms and conditions of the collective bargaining agreement, which include but are not limited to the following:

a. being present on campus during contractually designated time;
b. attending job-related meetings and activities;
c. submitting accurate forms, reports and other required documents;
d. complying with mandatory child abuse reporting laws;
e. adhering to State adopted curriculum and standards.

3. while on a site is responsible to the site administrator for the care, control and instruction of the students in their charge.

4. to report promptly to the principal (or an individual designated by the principal) any serious accident or illness affecting students.

5. to be knowledgeable about Special Education principles and strategies as applied to students with special needs.

6. to be knowledgeable about augmentative/alternative communication principles, strategies and technology applications currently available in the field.

7. to cooperatively participate as part of a multi-disciplinary team in assessing and planning appropriate education program adjustments for children having exceptional needs.

8. to assess and evaluate need for augmentative communication devices or tools for referred children, conduct trials with tools/devices to determine most appropriate tools for the student.

9. to evaluate students' current level of functioning across educational environment and/or progress relative to use of augmentative communication tools and strategies.

10. to report and interpret findings in oral and written form.

11. to design and/or adapt appropriate augmentative communication systems or programs to help students successfully access learning and make progress in the educational environment.

12. to consult with parents, teachers, and others to provide information and support relative to the identification, access, and use of augmentative communication systems, including curriculum and classroom modifications.

13. to refer students to other personnel or agencies for further assessment or service when necessary.

14. to keep accurate and up-to-date records – assessments, reports, progress reports/Individualized Education Programs (IEP's), schedules, registers or logs, and others that may be administratively required.

15. to attend IEP Team meetings, as needed.

16. to direct the activities of assistants assigned to the augmentative communication technology staff.

17. to provide appropriate training, information and/or support to staff, students and parents relative to augmentative communication tools, strategies, instructional activities and/or modifications.

18. to assist in long-range planning for students needing augmentative communication tools.

19. to assist with trouble-shooting and problem solving relative to augmentative communication tools or systems.

20. to attend job-related meetings and activities specified by the appropriate District Administrator, Special Education administrator or the principal of the school.

21. to perform those non-instructional duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the Board of Education.

Minimum Qualifications

Either

1.

- Master's Degree in Communication Disorders or related field
- CA Clinical and Rehabilitative Services Credential or eligible Clinical Fellowship Year (CFY) available

Or

2.

- Bachelors or Master's Degree in Communication Disorders or related field and
- Assistive Technology Professional (ATP) Certification or related certification in Assistive Technology or Augmentative/Alternative Communication

Desirable Qualifications

•CA License in Speech-Language Pathology or eligible
•Certificate of Clinical Competence (CCC), American Speech-Language-Hearing Association

Experience

•Experience in the evaluation of and provision of services for students requiring AAC devices
•Experience in the training of staff, students, and parents relative to AAC tools, devices, and strategies
•Experience in the supervision of paraprofessionals assigned to the AAC staff.

Approved by the Board of Education: August 14, 2001
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