

SCHOOL DISTRICT OF OKEECHOBEE COUNTY
COORDINATOR OF SPEECH LANGUAGE PATHOLOGY
JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree in Speech Language Pathology from an accredited institution.
- (2) Florida Certification in Speech Pathology or a valid license issued by the Florida Department of Professional Regulation.
- (3) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of federal and state laws related to speech and language services for exceptional student education (ESE). Knowledge of district policies and procedures related to speech and language services as they relate to ESE and MTSS. Ability to plan, organize, and establish priorities. Ability to schedule and coordinate meetings. Ability to communicate effectively both orally and in writing. Ability to use a computer and software applications. Knowledge of student referral procedures for special assistance. Ability to work effectively with students, peers, administrators, community, agencies, parents and others. Ability to use student database systems. Ability to provide professional development and advice to parents, teachers and other school personnel on Exceptional Student Education policies, procedures, rules, regulations and laws. Ability to interact with a wide variety of persons including students, parents, agency personnel and school personnel. Ability to maintain confidentiality. Knowledge of the problem solving process and creating a multi-tiered system of supports. Ability to meet deadlines and complete required paperwork accurately. Ability to analyze data to evaluate the effectiveness of services provided. Knowledge of research based reading, programs, and materials. Knowledge of learning styles, instructional strategies and varied teaching methods. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL

To facilitate and monitor the implementation of state and federal guidelines related to speech and language services for exceptional education students, tiered intervention supports, positive behavior interventions, and students being considered for exceptional student education services.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Planning Preparation

- (1) Recognizing the indicators of risk for language and socio-communicative impairments.
- (2) Documenting and communication assessment results and recommendations for intervention to clients/patients, family members, and involved professionals.
- (3) Identify, select and modify evidence based research materials to meet the needs of students with varying backgrounds, learning styles and special needs.

- (4) Communicate effectively with parents/caregivers about the programs and services, and any changes which may impact their children

Administrative/Management

- (5) Formulating prognosis for improvement of communicative function and determining individuals' candidacy for intervention.
- (6) Enforce school rules, administrative regulations and Board policies.
- (7) Establish and maintain effective and efficient record keeping procedures.
- (8) Provide leadership and direction for assigned areas of responsibility.
- (9) Provide leadership and guidance in the development of annual goals and objectives for assigned department or program.
- (10) Set high standards and expectations and promote professional growth for self and others.
- (11) Utilize appropriate strategies and problem-solving tools to make decisions regarding planning, delivery of services and evaluation of services provided.
- (12) Collaborate with supervisor, other departments and agencies, and contribute to the planning and operation of the district.
- (13) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.
- (14) Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.
- (15) Follow attendance, punctuality and other qualities of an appropriate work ethic.
- (16) Ensure adherence to good safety measures.
- (17) Keep informed and disseminate information about current research, trends and best practices.

Assessment/Evaluation

- (18) Obtaining and interpreting background information relevant to the assessment process from available documentation (e.g., medical records, educational records) and from family members and other professionals.
- (19) Selecting and administering standard and nonstandard measures of language, socio-communicative and related (e.g., sensory, motor, cognitive) abilities.
- (20) Integrating case history information and evaluation results with other available diagnostic information (e.g., developmental neuroradiologic, neuropsychological) to differently diagnose individuals' language, socio-communicative and cognitive-communicative impairments.
- (21) Analyzing and interpreting the results of standard and nonstandard measures with reference to functional impact and cultural-linguistic differences.
- (22) Formulating prognosis for improvement of communicative function and determining individuals' candidacy for intervention.
- (23) Ability to discriminate between subtle differences in sound production.
- (24) Ability to position students' speech musculature to ensure adequate sound production.

Intervention/Direct Services

- (25) Documenting and communication assessment results and recommendations for intervention to clients/patients, family members, and involved professionals.
- (26) Integrating case history information and evaluation results with other available diagnostic information (e.g., developmental neuroradiologic, neuropsychological) to differently diagnose individuals' language, socio-communicative and cognitive-communicative impairments.
- (27) Analyzing and interpreting the results of standard and nonstandard measures with reference to functional impact and cultural-linguistic differences.
- (28) Developing a valid plan of intervention that includes specific short and long-term goals.
- (29) Developing and conducting family education, training, and support programs.
- (30) Designing and implementing an intervention plan that is coordinated and integrated with other services the individual is receiving.

- (31) Providing consulting or monitoring services to other professionals regarding language, socio-communicative, and cognitive-communicative impairments and their management.
- (32) Facilitating the generalization and maintenance of intervention targets in functional settings.
- (33) Maintaining quantitative and qualitative documentation of intervention outcomes.
- (34) Familiarity with phonetic transcription.

Technology

- (35) Use technology to review student assessment data.
- (36) Use technology for daily tasks.
- (37) Use appropriate technology to enhance record keeping and quick retrieval of student information.

Collaboration

- (38) Communicating intervention outcomes and plans to clients/patients, family members, and other professionals.
- (39) Assist school based personnel in implementing appropriate procedures for exceptional education student records.
- (40) Assist school based personnel in the direction and coordination of educational programs for students in the MTSS process and for students with language disabilities.
- (41) Assist in identifying students' present levels of performance with the selection of appropriate evidence based research strategies, developing intervention plans, and determining methods for progress monitoring.
- (42) Communicate high expectations for all students.
- (43) Assist with scheduling articulation meetings for ESE students moving from one organizational level to another.
- (44) Interact with parents to enhance the understanding of procedural safeguards and other requirements for students with only a speech and language disability.

Staff Development

- (45) Keep informed of current trends in Speech Language services.
- (46) Participate in meetings, training sessions, and other activities for improvement of professional knowledge and skills.

Professional Responsibilities

- (47) Coordinating, monitoring, and ensuring the timely delivery of services.
- (48) Assist families in identifying community service providers and advocacy and/or support groups as indicated.
- (49) Facilitate transitional planning.
- (50) Educating and informing the public about language, socio-communicative, and cognitive-communicative impairments and available services.
- (51) Serve as an advocate for persons with language, socio-communicative, and cognitive-communicative impairments as appropriate.
- (52) Participate in continuing education activities that enhance one's ability to provide quality, state-of-the-art services.
- (53) Implement and monitor procedures throughout the evaluation process and during the eligibility and placement process for exceptional education students.
- (54) Maintain a network of peer contacts through professional organizations.
- (55) Keep informed and disseminate information about current research, trends and best practices in area of responsibility.
- (56) Maintain expertise in assigned areas to fulfill project goals and objectives.
- (57) Facilitate the development, implementation and evaluation of staff development activities in assigned areas.
- (58) Participate in state training programs and courses to increase the level of department services.
- (59) Maintain confidentiality of student and other professional information.
- (60) Assist in the development of policies and procedures for department services.

Student Growth and Achievement

- (61) Ensure that student growth and achievement are continuous and appropriate.
- (62) Establish and maintain a positive collaborate relationship with the students' families to increase student achievement.

Perform other tasks consistent with the goals and objectives of this position.

All Performance Responsibilities listed above are deemed to be essential.

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.

Board Approved: