



## Mundelein Elementary School District 75

**Job Title:** Speech/Language Pathologist – Speech and Language Impaired

**Position Code – Assignment Code:** 56-079

### Qualifications:

- Must hold a valid Professional Educator License (PEL) with an endorsement/approval as Speech Language Pathologist (Non-Teaching) and the appropriate Grade Level Description.
- Must meet all state and federal requirements to hold this specific position
- Either teaching experience, student teaching experience, or approved coursework in this specific position within the last 5 years. Staff who previously taught in this specific position in District 75 will also be qualified.
- Specialized training: Preferred training in serving English Learners (e.g. Training in S.I.O.P., ESL courses, Bilingual courses, etc.)
- Distinguished record of accomplishments as evidenced by student work, student achievement or other data

### Technical Skills:

- Uses a computer (MAC or PC) and demonstrates an understanding of using technology as a teaching and learning tool. Is familiar with online attendance and grading, digital citizenship and basic computing skills including word processing, spreadsheets, presentations, software, email and using the internet.

**Reports to:** Principal and Special Services Director

**Supervises:** Students, Classroom Aides and Volunteers

**Job Goal:** *To collaboratively teach the curriculum and achieve the objectives established by the Board of Education for the purpose of improving student growth and performance on a variety of academic assessments and to develop the whole student through cultural, social and emotional learning opportunities.*

### Performance Responsibilities:

- Models Illinois Professional Teaching Standards – Attached
- Danielson’s Framework for Professional Practice
- Uses data driven instruction to support student learning
- Develops and demonstrates a gradual release method of instruction

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- Monitors student progress for the purpose of providing feedback to students, teachers, parents, and determines the interventions for students who are diagnosed as “at risk”
- Manages student behaviors for optimal learning
- Communicates clearly and effectively with students and other stakeholders
- Additional special services duties as outlined below:
  - IEP’s/504 Plans:
    - 1) Write IEPs/504 Plans according to district guidelines
    - 2) Write aggressive IEP/504 goals
    - 3) Write measurable IEP/504 goals
    - 4) Students demonstrate growth on IEP/504 goals
    - 5) Complete IEP/504 goal updates each trimester and send them home to parents with report cards
    - 6) Ensure that teachers are implementing student accommodations/modifications
    - 7) If case manager, ensure that all members of student’s IEP/504 team receive a copy of the IEP
    - 8) Gather assessment data and enter into system regularly according to district guidelines (AIMS Web, behavior data, etc)
    - 9) Regularly review student data and make adjustments to instruction as needed
    - 10) Complete required non-IEP paperwork (case lists, Medicaid sheets, conference requests, etc) within expected time frames
  - Meetings:
    - 11) Schedule and hold AR/ERT meetings within 2 weeks of AR due date
    - 12) Submit AR and revision paperwork to SS office within 2 weeks of holding meetings or making revision
    - 13) Complete paperwork/routing forms accurately and thoroughly (attach page K, include Alternate Language Instruction Program, etc.)
    - 14) Fill out IEPs completely according to district guidelines, no areas left blank
    - 15) Run AR/ERT meetings according to district guidelines, cover all areas of the IEP at the meeting
  - Services
    - 16) Schedule and start seeing students within 1 week of school starting
    - 17) Provide services as listed on the student’s IEP/504 on a consistent basis (Social Workers obtain appropriate parent consent for services)
    - 18) Complete accurate attendance and progress reports on each student
    - 19) Keep principal and special services director informed of problematic issues with students or parents
    - 20) Respond promptly to parents and resolve conflicts appropriately
    - 21) Actively and appropriately participate in department meetings
    - 22) Collaborate positively and productively with team members
    - 23) Interact positively and appropriately with students and parents
    - 24) Participate in crisis intervention, including completion of yearly
    - 25) CPI training (SL Therapists excluded)
    - 26) Conduct screenings as appropriate (ADD, preschool, speech/language, etc.)

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- 27) Oversee referrals to DCFS, intervene and document student threats of harm to self/others, serve as liaison between school and hospital for students hospitalized for medical or mental health reasons (social workers only)
- Other duties as directed.

**Performance Expectations:**

- **Curriculum.** Designs and implements interdisciplinary curriculum units with lessons using backwards design approach aligned with the Common Core Standards. **Media and Materials.** Exhibits a broad range of knowledge in a variety of mediums including drawing, painting, photography, digital movie making, printmaking, sculpture, collage, design, and pottery. Integrates technology into projects as an outcome of learning
- **Collaboration:** Communicates effectively with all stakeholders, works as a team member and is committed to educating the “whole child”.
- **Assessment.** Utilizes in-class performance assessments with rubrics designed to shape lessons and drive student success in learning.
- **Accountability and Data Driven.** Distinguished record of accomplishments as evidenced by student work, learning, and data.
- **Student empowerment.** Discovers the talents inherent in each child and helps them achieve greatness. Dedicated to the arts and finds ways to creatively recognize and display student work within the school community, including art celebrations within the school community.
- **Committed to continuous improvement.** Committed to improving one's practice.
- **Interpersonal Skills** - Focuses on resolving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.
- **Oral Communication** - Speaks clearly and persuasively in positive or negative situations; Listens carefully and seeks clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.
- **Written Communication** - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.
- **Teamwork** - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.
- **Leadership** - Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others.
- **Ethics** - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values; Is honest and models good character.

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- **Quality** - Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.
- **Attendance/Punctuality** - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.
- **Dependability** - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan.
- **Judgment** - Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.
- **Planning/Organizing** - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives; Organizes or schedules other people and their tasks; Develops realistic action plans.
- **Professionalism** - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.
- **Safety and Security** - Uses equipment and materials properly.

**Participation in Training & Preparation:**

- District 75 Mentoring and Induction Program
- Studying Skillful Teaching (SST)
- Teacher Institute Days
- Early Release Days
- Staff Meetings
- Professional Learning Communities
- Grade Level Teams and department meetings
- Other training as directed

**Performance Evaluation:**

- A copy of the evaluation process and framework for professional practice will be provided and available on the district website.

**Physical Requirements:**

- Standing: to remain upright on the feet, particularly for sustained periods of time. [over 2/3 of the time].
- Sitting means to remain in the seated position. [under 1/3 of the time].
- Must be able to lift up to 50 lbs. Lifting means to raise objects from a lower to a higher position or moving objects horizontally from position to position. [under 1/3 of the time].
- Stooping means bending the body downward and forward by bending the spine at the waist. [under 1/3 of the time].
- Kneeling: bending legs at knee to come to a rest on knee or knees. [under 1/3 of the time.]
- Crouching: bending the body downward and forward by bending legs and spine. [under 1/3 of the time ]

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- Crawling: moving about on hands and knees or hands and feet. [under 1/3 of the time]
- Reaching: extending hand(s) and arm(s) in any direction. [under 1/3 of the time]
- Fingering: picking, pinching, typing or otherwise working, primarily with fingers rather than with whole hand or arm as in handling. [over 2/3 of the time]
- Grasping: applying pressure to an object with the fingers and palm. [over 2/3 of the time]
- Talking: expressing or exchanging ideas by means of the spoken word. [over 2/3 of the time]
- Hearing: perceiving the nature of sounds at normal speaking levels with or without correction, and having the ability to receive detailed information through oral communication, and making fine distinctions in sound. [over 2/3 of the time]
- Repetitive motions: making substantial movements of the wrists, hands, and/or fingers. [over 2/3 of the time]
- Visual acuity: color, depth perception and field of vision (For example, “the employee is required to have visual acuity to view student presentations.”) over 2/3 of the time]

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