

JOB DESCRIPTION – SPEECH

JOB TITLE: Speech
DEPARTMENT: Chequamegon School District
REPORTS TO: Pupil Services Director
WORKERS SUPERVISED: None

POSITION SUMMARY: To help reduce or eliminate speech impediments that interfere with the students' ability to derive full benefit from the district's educational program.

QUALIFICATIONS:

Education: Four - year bachelor's degree relative to teaching assignment.

License/Certification: Licensed by the Wisconsin Department of Public Instruction in the areas of study assigned.

Experience: Demonstrated comprehensive knowledge in the field of speech-language pathology. Any other alternative to these qualifications as the Board of Education may find appropriate and acceptable.

AODA Statement: The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122 throughout his/her employment in the District.

ESSENTIAL JOB FUNCTIONS/TASKS:

1. Makes assessments, analyses and classifications of students' communication competencies and characteristics.
2. Plans, prepares and delivers treatment programs for children with speech and language deficiencies.
3. Provides diagnostic evaluations of pupils with communication disorders and participates in conferences related to those pupils.
4. Develops and implements an individualized educational program (IEP) in conjunction with parents and teachers for pupils who are eligible for speech correction and identifies pupils in need of related services.
5. Provides individual and small group intervention sessions with students who have been classified.
6. Conducts classes in language stimulation.
7. Maintains close liaison with the child and serves as a case manager as assigned.
8. Keeps those records necessary for each child and completes all required local, state and federal reports.
9. Participates in the development and improvement of opportunities for disabled/exceptional students by providing in-service experiences for staff and parents.
10. Conducts ongoing evaluation of all children in the program to determine appropriateness of their program.
11. Acts as educational consultant to classroom teachers, guidance counselors and administrators as required.
12. Assists in proper referrals of individuals to agencies and specialists in the community.
13. Assumes primary responsibility for requisitioning and maintaining needed equipment and supplies.
14. Maintains professional competence through in-service education and other professional growth activities.

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15. Assumes other related duties as assigned by the District Administrator.

ESSENTIAL REQUIREMENTS:

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to protect students, equipment, materials and facilities.

10 TEACHER STANDARDS:

1. **Teachers know the subjects they are teaching.**
 - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.**
 - The teacher understands how children with broad ranges of ability learn and provides instruction that support their intellectual, social, and personal development.
3. **Teachers understand that children learn differently.**
 - The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.**
 - The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

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5. **Teachers know how to manage a classroom.**
 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well.**
 - The teacher uses effective verbal and nonverbal communication as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.**
 - The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Teachers know how to test for student progress.**
 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers are able to evaluate themselves.**
 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.**
 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness, and in an ethical manner.

Competencies:

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Speech Clarity — The ability to speak clearly so others can understand you.

Speech Recognition — The ability to identify and understand the speech of another person.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Written Expression — The ability to communicate information and ideas in writing so others will understand.

Deductive Reasoning — The ability to apply general rules to specific problems to produce

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answers that make sense.

Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

The above statements are intended to describe the general nature and level of work being performed by the person assigned to this position. Essential job functions are intended to describe those functions that are essential to the performance of this job, and non-essential job functions include those that are considered incidental or secondary to the overall purpose of this job.

This job description does not state or imply that the above are the only duties and responsibilities assigned to this position. Employees holding this position will be required to perform any other job-related duties as requested by management. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Approval:

Employee

Date

Manager

Date