

Job Title: Graduate Student Speech-Language Pathologist
Department: Special Education
Reports To: Director of Special Education/Supervising SLP
FLSA Status: Exempt
Salary Schedule: ES lane 03



SUMMARY

The Graduate Student Speech-Language Pathologist works under the direction of an assigned mentor Speech-Language Pathologist (SLP) to assist in identifying children with speech-language impairments and providing remediation to those children. The Graduate Student SLP must be accepted and actively enrolled in a graduate level university SLP program and submit a Professional Growth Plan that identifies the anticipated program completion date.

ESSENTIAL DUTIES AND RESPONSIBILITIES *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Under the supervision of the assigned mentoring SLP, directs educational management for individuals with disorders of language, speech and hearing.

Provides speech, language, and hearing services for the child whose speech or hearing falls below the established levels of normalcy for the age of the child.

Recommends to support staff, classroom teachers, parents, and district personnel appropriate diagnostic/instructional services for individuals having communicative disorders.

Under the supervision of the assigned mentoring SLP, develops and implements a minimal program for testing all pupils every other year; Grades K, 1, 3, 5, 7, 9, 11 will be tested each year.

Assists in establishing provisions for testing students such as new to District, identified by previous tests as being hearing impaired, defective in speech, enrolled in remedial classes, showing emotional or behavioral problems, and/or referred by classroom teachers, principals, nurses, social workers, psychologists, or counselors.

Assists in providing consultant, resource, and supervisory services in program and curriculum planning, research, and program evaluation for special language projects within the school and at the district level.

Plans with teachers and other staff members for implementation of instructional strategies to meet the needs of an individual with a communicative disorder.

Refers an individual with communicative disorder to available community agencies when their needs cannot be met by the services provided by the district.

Consults with parents (or guardians) and member of related disciplines, including outside agencies regarding the needs of an individual with a communicative disorder.

Develops parent education programs and individual or group counseling to assist parents in the prevention and/or remediation of communicative disorders when appropriate.

Participates in professional growth activities at the local, state and national levels.

Participates as a member in a District department for maintenance of standards and evaluation of the Speech-Language services.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Must have a sound understanding of the field and stay current with standards of practice, evaluation methods, tools and research associated with the speech-language specialty.

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from management, public groups, and/or the WCSD School Board.

Ability to work with applicable mathematical concepts. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to perform mathematical operations using units of American money.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

EDUCATION and/or EXPERIENCE

Bachelor's degree in Communication Disorders. Must be admitted into a Master's Degree Program to become a Speech-Language Pathologist.

CERTIFICATES, LICENSES, REGISTRATIONS

Must be eligible for a Letter of Authorization request to obtain a temporary Utah Speech-Language Pathologist License.

PHYSICAL DEMANDS *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to use hands to handle, or feel, and talk or hear. The employee frequently is required to stand, walk, and reach with hands and arms. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.

| | | | |
|---|---|--|-------------------------|
| Prepared By: Director of Special Education | | | Date: 07/23/2014 |
| Approved By: Executive Director, Human Resources | | | Date: 07/29/2014 |
| | | | |
| <input type="checkbox"/> Review | <input checked="" type="checkbox"/> Revised | By: HR Position Management Specialist | Date: 01/08/2016 |
| <input type="checkbox"/> Review | <input checked="" type="checkbox"/> Revised | By: Assistant Director, HR | Date: 08/02/2019 |
| <input type="checkbox"/> Review | <input type="checkbox"/> Revised | By: | Date: |
| <input type="checkbox"/> Review | <input type="checkbox"/> Revised | By: | Date: |

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

| | |
|---------------------|-------|
| Print Name: | Date: |
| Employee Signature: | |