

## **TUSCOLA INTERMEDIATE SCHOOL DISTRICT Position Description**

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Position Title: Speech & Language Pathologist  
Department: Special Education  
Reports To: Asst. Superintendent, Special Education  
Prepared By: Jim Walker Date: 12/2/97  
Approved By: Superintendent Date: 12/8/97  
Revised By: Scott Richards Date: 11/14  
Position Description Revised: Date(s): 11/14

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### **SUMMARY:**

Public school Speech Therapists are communication specialists who work with both the general education and special education population with language handicaps (both receptive and expressive), articulation deficits, dysfluencies, voice disorders and oral motor disorders --including auditory processing disorders, and augmentative communication. Speech & Language Pathologists purposefully develop positive, professional relationships with district staff, principals, and leadership teams to facilitate preventative practices. Assist these staff members to develop processes that promote high student achievement and prevent students from unnecessary placement into special education. When necessary, evaluate pupils referred as potential candidates for special education services and presents a report to the local education authority on pupils he/she has evaluated.

As an itinerant position, Speech & Language Pathologists will monitor MTSS implementation a district is at and provide appropriate guidance, prompts, and support to the building and/or leadership/school improvement team to move the district forward with a goal to fade support as districts develop capacity to run the systems independently. In addition, Speech & language Pathologists will continually work to increase their knowledge of implementation science, multi-tiered systems of support, building sustainable and durable teaching practices, including evidence-based practices and data-based decision making. These skills will be utilized at the local and ISD level by participation in MTSS leadership team activities, trainings, or other associated duties to support the department in these endeavors.

This is a TIEA position with hourly rate, benefits, and working hours as per the contract between TIEA and the TISD Board of Education.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

- Serves as a resource to school staff members in the development of a balanced program for oral communication and speech improvement.
- Assists and guides teachers in observing, describing, and referring suspected and identified speech and language impairments.
- Provides a thorough assessment and diagnosis of articulation fluency, voice, and language impairments.
- Provides, at the request of a local district, screening of incoming kindergarten students as part of a kindergarten clinic.
- Assists in proper referrals of individuals to agencies and specialists in the community.
- Provides appropriate individualized programs of therapy to meet individual students' needs with a goal to improve or eliminate existing speech or language handicaps.
- Collaborates with classroom teachers and other school staff members to implement therapy by suggestions for the student's daily activities.
- Provides information, support, and counseling to parents and families when appropriate.
- Supports teachers/consultants in developing augmented communication programs.
- Strives to utilize the most effective (evidence-based/research-based) and efficient (time limited) interventions with the students they serve.
- Provides support, consultation, and modeling to preschool providers, including instructional best practices in literacy.
- Serves as a member of Student Assistance Team/Child Study Team, diagnostic teams, and educational planning and placement committees.

**SUPERVISORY RESPONSIBILITIES:**

None.

*QUALIFICATION REQUIREMENTS: 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.*

**EDUCATION and/or EXPERIENCE:**

Master's degree in speech and language pathology. A minimum of 60 semester hours of academic credit in normal aspects of human communication, development thereof, and clinical techniques for evaluation and management of speech and language disorders. A minimum of 300 clock hours of supervised practicum experience with persons who present a variety of communication disorders, to be acquired in conjunction with academic training, 150 hours of which shall be obtained on the graduate level.

**CERTIFICATES, LICENSES, REGISTRATIONS:**

Valid Michigan certification as Speech Pathologist and all other valid licenses, certifications, approvals, and registrations required to practice as a Speech & Language Pathologist in the state of Michigan.

**LANGUAGE SKILLS:**

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 in one-on-one and small group situations to students, staff, parents, administration, and/or members of the business community.

**MATHEMATICAL SKILLS:**

Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to calculate figures and amounts such as discounts, interests, and percentages. Ability to apply mathematical concepts to practical situations such as in evaluation, interpretation, and determination of eligibility.

**REASONING ABILITY:**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**OTHER SKILLS and ABILITIES:**

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to develop effective working relationships with students, parents, staff, and the school community. Have technical skills/abilities to support teachers/therapists with augmented communication skills. Ability to perform duties with awareness of all district requirements and Board of Education policies.

*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 will regularly sit, and occasionally walk and stand. Specific vision abilities required by this job include close vision. The employee must occasionally lift and push/pull up to 50 lbs. such as equipment or furniture.

*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.*

The employee must be able to adjust to working in different areas with different personnel.

The employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the District.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*