



## ***JOB ANNOUNCEMENT***

*Posted June 2008*

*Emery Unified School District is accepting applications for the following:*

- Position Title:** Speech-Language Pathologist
- Description:** Reporting to the Director of Special Services and the Site Principal, the Speech Language Pathologist assesses and treats children with speech, language, voice, and fluency disorders. The SLP will administer speech/language evaluations to school age children to collect information on type and degree of impairment. The SLP develops and implements IEPs. The SLP monitors student progress and adjusts treatments accordingly.
- Qualifications:**
- Valid California Speech-Language Pathologists Services Credential
  - Valid ASHA Certificate of Clinical Competence.
  - Two years or more related experience (Master's degree preferred)
  - Evidence indicates course work in professional development related to speech-language pathology and instructional methods for school age children
  - Fingerprint and tuberculosis clearances as required by law
- Work Year:** 10 months/182 days per year, 6.5 hours per day
- Annual Salary:** Placement on the certificated salary schedule, with an initial salary based on Column 3, Step 6
- Beginning Date:** August 28, 2008
- Application Deadline:** Until filled
- Application Procedure:** To be considered, the candidate must complete and return:
- A letter of application addressing specific competencies for the position
  - An EUSD application form
  - A resume with employment and educational background
  - A copy of both sides of required degree and credentials
  - Two (2) recent letters of reference

### ***Major Responsibilities***

- Assess speech/language impairments using written and oral test and special instruments
- Develops IEPs that state each child's present level of functioning, goals to meet each child's needs, methods/materials used to meet those goals, and procedures and schedules for determining when goals/benchmarks are met
- Develop speech exercise programs to reduce disabilities & create learning materials geared to each student's ability, interest and strength
- Evaluate hearing and speech/language test results and medical or background information to diagnose and plan treatment for speech, language, fluency, voice and swallowing disorder
- Instruct students in techniques for more effective communication, including sign language, lip reading, and voice improvement
- Consult with and advise teachers or medical staff on speech or hearing topics such as communication strategies and speech and language stimulation
- Conduct lessons and direct educational or therapeutic games to assist teachers dealing with speech problems
- Work closely with parents and make suggestions on things they can do at home to build strong skills in their child

- Observes, evaluates, and prepares quarterly progress reports and annual/triennial reports for each student; Completes all required records, keeping each student's IEP updated on the appropriate timelines
- Participate in conferences or training, publish research results, share knowledge of new hearing or speech disorder treatment methods or technologies
- Keep records pertinent to the special education program for State reports and program accountability (including session attendance sheets for Medi-Cal billing and SESR).
- Participates in all staff meetings called by the Principal and Director of Special Services
- Other related duties as assigned.

### *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.

- Demonstrates knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of Speech & language Impairment
- Demonstrates knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- Demonstrates knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups
- Able to identify the underlying principles, reasons, or facts of information by breaking down information or data into separate parts so parents and general education teachers can understand
- Demonstrates competency in the following areas:
  - **Oral Expression** – ability to communicate information and ideas in speaking so others will understand
  - **Written Comprehension** – ability to read and understand information and ideas presented in writing
  - **Oral Comprehension** – ability to listen to & understand information and ideas presented through spoken words and sentences
  - **Speech Clarity** – ability to speak clearly so others can understand you
  - **Written Expression** – ability to communicate information and ideas in writing so others will understand
  - **Speech Recognition** – ability to identify and understand the speech of another person
  - **Deductive Reasoning** – ability to apply general rules to specific problems to produce answers that make sense
  - **Auditory Attention** – ability to focus on a single source of sound in the presence of other distracting sounds
  - **Inductive Reasoning** – ability to combine pieces of information to form general rules or conclusions (including finding a relationship among seemingly unrelated events)
  - **Problem Sensitivity** – ability to tell when something is wrong or is likely to go wrong, but not including solving the problem, only recognizing that there is one