



NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Speech Therapist **Job Description**

Title or Position: NDSEC Speech Therapist

Job Description:

The NDSEC Speech Therapist supports student learning through effective instructional practices, progress monitoring and regular modification to help students achieve:

- High academic, behavioral and social emotional development,
- The development and independent use of self-advocacy skills,
- Care for their personal health and wellness,
- Caring for their communities

Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions

Qualifications:

- Appropriate licensure issued by the Illinois State Board of Education
- Appropriate endorsements, as required, by Illinois State Board of Education for specific teaching assignment

Essential Job Functions:

- Delivery of individualized instruction utilizing sound curriculum and related to identified professional domains
 - Planning and preparation
 - Case Coordination
 - Actively participate in eligibility, annual review and progress review IEP meetings for assigned students, as scheduled.
 - Participate in trans-disciplinary team meetings, parent conferences and faculty meetings, as scheduled
 - Communicate with parents frequently regarding student progress and educational needs
 - Develop, revise and maintain a schedule
 - Develop well written weekly instruction plans utilizing approved format
 - Instruction
 - Implement therapeutic strategies related to core curriculum in accordance with specific guidelines as provided by Program Supervisor and the student's IEP
 - Develop modifications to curriculum/instruction as required per student needs

- Collect and analyze student performance data accurately to develop and maintain effective the area of instructional outcomes
- Implement current best practices in instruction for students with disabilities
- Implement constructive behavioral supports and modifications as indicated via scheduled data reviews
- Utilize conflict resolution strategies and problem-solving skills to address child, family, team or organizational issues
- Classroom environment
 - Implement appropriate instructional strategies for each student consistent with the student's needs and the IEP
 - Implement a classroom management system appropriate to student abilities
 - Implement approved student safety procedures
 - Organize and maintain materials to ensure efficient operation of the classroom
- Professional responsibilities
 - Submit forms, paperwork and follow procedures by the established timelines
 - Continue professional growth by participating in organizational, local, state, and national events, trainings, and programs
 - Maintain ISBE/Illinois Department of Professional Regulation database, as required
 - Ensure confidentiality
 - Maintain appropriate attendance/punctuality
 - Other duties as assigned by Program Administrator/Principal

Community Collaboration/Involvement:

- Collaborate with colleagues, community providers, and parents to share information and expertise related to Best Practices for students with disabilities
- Collaborate with community-based service providers who serve students with disabilities
- Coordinate and participate in parent meetings, family nights, and parent conferences
- Communicate with program administrator student concerns and program needs
- Collaborate with general educators to define roles and responsibilities as related to integrated programming

Contract Days: 183

Work Hours: 8.0 Hours Daily Per Specific School Assignment

PHYSICAL DEMANDS DOCUMENTATION CHECK OFF LIST**Required:**

Documentation in a job description to accurately reflect the essential duties of the job and physical demands.

Specify Significant PHYSICAL DEMANDS for the Job Requirements:

Clarify how much on-the-job time is spent on the physical activities required to perform the job effectively.

Use the chart below to develop your description of physical demands by checking the appropriate boxes.

1. How much daily/weekly on-the-job time is spent on the following physical activities?

	Amount of Time			
	None	Under 1/3	Up To 2/3	Over 2/3
Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use hands to finger, handle, or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Climb or balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch, or crawl	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Taste or smell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Does this job require that weight be lifted or force be exerted? If so, how much and how often?

	Amount of Time			
	None	Under 1/3	Up To 2/3	Over 2/3
Up to 10 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Does this job have any special vision requirements?

- ☒ Close vision (clear vision at 20 inches or less)
- ☒ Distance vision (clear vision at 20 feet or more)
- ☐ Color vision (ability to identify and distinguish colors)
- ☒ Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- ☐ Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- ☐ Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- ☐ No special vision requirements

Specify the essential job duties that require the physical demands indicated above.

i.e., Position requires standing 1/3 of the time.

i.e., Position requires lifting 1/3 of the time up to 10 pounds.

personal care, transfer, physical assistance, lifting and positioning of students, physical intervention procedures, transporting, monitoring student safety, lifting and carrying school supplies, moving equipment, implementing emergency procedures, provision of academic instruction

Any special physical demands should be clearly communicated to any applicant applying for this position and all employees occupying this position.