

**RAMAPO INDIAN REGIONAL HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
Franklin Lakes, New Jersey 07417**

**JOB DESCRIPTION**

**Title:** Speech-Language Specialist

**Organizational Relationships:** Evaluated by the principals and other appropriately certificated administrators/supervisors as designated by the Superintendent. The supervisor shall be the primary evaluator.

**Primary Function:** Plan and implement comprehensive services to meet the needs of students with speech, hearing and/or language handicaps.

**Major Responsibilities:**

1. Identify students eligible for speech correction services.
2. Conduct speech diagnoses and evaluations including interviews and testing.
3. Assist in the classification of students eligible for speech correction services.
4. Consult and confer with administrators, classroom teachers, specialists, and parents.
5. Assist in in-service programs for classroom teachers.
6. Assist in purchase of necessary educational materials.
7. Consult and confer with and interview students.
8. Assist in the testing of students.
9. Assist in the reclassification of students as mandated by statutes and codes.
10. Conduct hearing tests of new students and students referred to the speech-language specialist.
11. Assist in the development of an individual educational plan for each student classified as eligible for speech correction services.
12. Plan and implement speech, hearing, and language therapy for students.
13. Attend meetings of the Child Study Team when indicated.
14. Counsel parents and teachers in effective means of working with children with communication/auditory handicaps.
15. When appropriate, act as case manager.
16. As case manager, is responsible for monitoring IEP goals and objectives.
17. As case manager, is responsible for providing accommodations and modifications to regular education teachers.
18. As case manager, is responsible for developing and maintaining case manager logs.
19. Perform other duties which may be within the scope of his/her employment and certificate(s) as may be assigned by administrators/supervisors under the authority of the Board of Education.

Illustration of Key Duties: (See Criteria for Evaluation of Speech-Language Specialist)

Qualifications:       1. Holds or is eligible for New Jersey certification.  
                          2. New Jersey Teacher Certificate as Speech-Language Specialist.  
                          3. Such additions to the above qualifications as the Board may find  
                          appropriate and acceptable.

Term of Employment: Ten-month year, in accordance with contractual arrangements  
                          as approved by the Board of Education.

Evaluation: According to State statutes, N.J.A.C. Title 6, Board Policy and Procedures.

References: Article VIII, section IV, paragraph 1, New Jersey Constitution,  
                  *N.J.S.A. 18A 11-1 27-4, N.J.A.C. 6:3-1.21.*

Approved:  
Revised:

## CRITERIA FOR EVALUATION OF SPEECH-LANGUAGE SPECIALIST

- 1.0 Planning and Preparation:
  - 1.1 Identify long- and short-term objectives.
  - 1.2 Prepare, maintain and use district Child Study Team Procedures.
  - 1.3 Plan individual and group activities.
  - 1.4 Select appropriate materials from available sources: tests, supplements, AV materials, etc.
  - 1.5 Evaluate his/her objectives with department supervisor.
  - 1.6 Plan for performance evaluation.
  - 1.7 Modify plans as necessary.
  
- 2.0 Organization and Management:
  - 2.1 Professional Tasks:
    - 2.1.1 Provide insight and support to the general education teachers, guidance counselors, and administrators, concerning the language/communication needs of children.
    - 2.1.2 Provide an in-service workshop for teachers and parents to understand the language/communication needs of children.
    - 2.1.3 Communicate with department supervisor and principal.
    - 2.1.4 Keep department supervisor informed on any/all critical issues.
    - 2.1.5 Acts as case manager.
    - 2.1.6 As case manager, is responsible for the monitoring of goals and objectives.
    - 2.1.7 As case manager, is responsible to provide accommodations and modifications to regular education teachers.
    - 2.1.8 As case manager, is responsible for developing and maintaining case manager logs.
  - 2.2 Procedural Tasks:
    - 2.2.1 Follow routine school, department, and district procedures.
    - 2.2.2 Maintain appropriate student records and submit required reports within designated district and state timeline procedures.
    - 2.2.3 Develop and maintain necessary records as case manager.
  
- 3.0 Instruction and Interaction:
  - 3.1 Instruction:
    - 3.1.1 Choose activities and methods which best meet predetermined objectives.
    - 3.1.2 Be aware of, and use, community resources when available and applicable.
    - 3.1.3 Encourage full pupil participation.
    - 3.1.4 Encourage pupil in both affective and cognitive domains.
    - 3.1.5 Encourage analytical and critical thinking.
    - 3.1.6 Teach desirable habits and skills.
    - 3.1.7 Provide opportunities for individual achievement.
    - 3.1.8 Execute plans.
  
  - 3.2 Interaction:
    - 3.2.1 Explain fully to students what is expected from them.
    - 3.2.2 Create an atmosphere where students feel free to express their views while encouraging respect for the rights, opinions, property, and contribution of others.
    - 3.2.3 Create an atmosphere in which students perceive that the case manager/speech-language specialist cares about them.

- 3.2.4 Promote self-awareness and self-respect.
- 3.2.5 Encourage students to work to the best of their abilities and to take pride in their achievements.
- 3.2.6 Be sensitive to, and adjust as necessary to differences among children and consider the overall well being of the individual child.
- 3.2.7 Be available for individual consultation at a mutually agreed upon time.
- 3.2.8 Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- 3.2.9 Attempt to establish the confidence and respect of students.
- 3.2.10 Be consistent in his/her expectation of and reaction to students' behavior.
- 3.2.11 Demonstrate an acceptance of the students' development from dependence toward independence.

#### 4.0 Assessment:

- 4.1 Use formal and informal measures for diagnostic purposes and/or placement.
- 4.2 Interpret the results of formal and informal measures.
- 4.3 Identify student's strengths and needs on the basis of assessment and inform student of such needs.
- 4.4 Assess student progress as mandated by district and state procedures.
- 4.5 Review test results with students.
- 4.6 Encourage student self-evaluation.
- 4.7 Provide parent(s) with copies of monitored IEPs each June.

#### 5.0 Competencies and Professional Development:

- 5.1 Demonstrate knowledge and application of area of specialization and competency.
- 5.2 Keep abreast of developments in techniques, philosophy, and content in the professional literature relating to area of specialization and competency.
- 5.3 Take advantage of courses, in-service training, and conferences in his/her area of specialization and competency.
- 5.4 Make use of constructive criticism.
- 5.5 Set realistic goals for self, based on a clear perception of his/her limitations, and capabilities and the reality of his/her situation.
- 5.6 Demonstrate self-control.
- 5.7 Demonstrate positive self-confidence.
- 5.8 Question the system constructively when believed necessary.
- 5.9 Identify any factors that may have interfered with assignments.
- 5.10 Provide courses, in-service training and workshops, in his/her area of specialization, competency, and school need.

#### 6.0 Human Relationships:

The ultimate purpose of maintaining sound relationships among staff and parents will be for the benefit of students.

##### 6.1 Staff:

- 6.1.1 Cooperate with co-workers by sharing ideas, experiences and knowledge of children.
- 6.1.2 Exhibit professional and ethical behavior.
- 6.1.3 Contribute to committees, department activities and meetings, and faculty meetings.
- 6.1.4 Seek assistance, advice, and guidance as necessary from colleagues and/or specialists.

- 6.1.5 Provide assistance, advice, and guidance as necessary for colleagues.
- 6.2 Parent:
  - 6.2.1 Confer, on an on-going basis, with parents to foster a constructive parent relationship.
  - 6.2.2 Involve, when appropriate, parents in assignment related activities.
  - 6.2.3 Include parents as part of the student's educational program.

Revised: September 24, 2001