

JOB TITLE	DEPARTMENT	REPORTS TO
Program Specialist for Literacy and Language Grant Funded	Title I	Assistant Superintendent of Federal Programs and Title I Schools

Position No: 63101	Length of Work Year: 10 Months
Salary Schedule: IN10	Date Approved: 7/12/11
FSLA: Exempt	Date Revised:

JOB GOAL
To assess language and literacy development, identify systemic patterns of student need with respect to language skills, and implement research based explicit core instruction based on student performance data and curricular goals, and conduct frequent progress monitoring of target skills for students.

MINIMUM QUALIFICATIONS
<ol style="list-style-type: none"> 1. Master's Degree or higher in the field of Communicative Disorders or Speech Language Pathology. 2. American Speech Hearing Association, Certificate of Clinical Competence (CCC) preferred. 3. Licensure as a Speech Language Pathologist by the Department of Health Board of Speech – Language - Pathology and Audiology or Certification as a Speech Language Pathologist by the Florida Department of Education. 4. Minimum of three years experience with early language and literacy development. 5. Ability to work collaboratively with teachers, administrators, and other professionals to foster the literacy and language skills of students. 6. Ability to perform the functions of the position.

DUTIES AND RESPONSIBILITIES
<ol style="list-style-type: none"> 1. To assist classroom teachers with universal (Tier 1) screening. 2. To assess language development. 3. To consult and interpret testing results with teachers, families, and other professionals. 4. Participate in the development of progress monitoring systems and analysis of student outcomes. 5. To interpret progress monitoring information for families and other professionals. 6. To identify systemic patterns of student need with respect language and literacy skills including listening, speaking, vocabulary development, phonological awareness, letter and letter sound correspondence, fluency and comprehension. 7. To provide on – going staff development on the interconnection between spoken and written language and the language basis for literacy and learning. 8. To engineer high quality language and print rich classroom environments. 9. To identify, use, and disseminate evidenced based practices for language and literacy development. 10. To assist the classroom teacher with the design of focused literacy and language lessons. 11. To model whole and small group implementation of phonological and phonemic awareness instruction. 12. To assist with planning and implementation for targeted group interventions (Tier 2) or intensive, individualized intervention (Tier 3) to meet student needs. 13. To perform assigned tasks in a timely and efficient manner. 14. To perform assigned tasks with a high standard of quality.

15. To perform other duties as directed by the supervisor.

PHYSICAL DEMAND CLASS:

Light (L) - Frequent lifting and carrying of objects weighing 10 pounds or less. Infrequent lifting and carrying of objects weighing 11-35 pounds. Frequent walking and/or standing is required to carry out duties.