



PARKROSE SCHOOL  
DISTRICT  
10636 NE Prescott St.  
Portland, OR 97220-1494  
t: 503-408-2100  
f: 503-408-2140  
parkrose.k12.or.us

Parkrose School District affirms the diversity of our local communities including race, religion, national or ethnic origin, sexual orientation, and gender identity/expression. We welcome candidates who reflect our growing diversity and our values of creating an inclusive learning environment. We are particularly interested in applications from traditionally underrepresented groups in education.

### **Speech & Language Pathologist**

**Pos: 1950**

**2024-2025 School Year**

**Parkrose School District**

**\*Salary Range:** \$40,600 - \$79,220 (salary adjusted to reflect 32 hours per week), PLUS employer-paid retirement, and generous benefits package

**Hours:** 32 hours per week (.80 FTE)

**Days:** 192 days per year

**Deadline:** Open Until Filled; **Applications received by June 12, 2024, will receive first consideration.**

#### **Overview:**

The job of Speech-Language Pathologist is to administer hearing or speech/language evaluations, tests, or examinations to students to collect information on type and degree of impairments, using written and oral tests and special instruments. After testing is completed, the Speech Language Pathologist develops goals as part of an Individual Educational Plan (IEP) and implements interventions to remediate identified communication disorders that are identified.

#### **Job Requirements:**

- A valid Oregon teaching certificate with appropriate endorsement from the Teacher Standards and Practices Commission (TSPC) is required upon hiring. It is the employee's responsibility to maintain their license and acquire the necessary credits to renew.
- If the posted position is within the CORE academic area, you must be designated as highly qualified by both TSPC and the State of Oregon to teach the CORE subject.
- Ability to prepare effectively for class
- Ability to develop and communicate appropriate grading standards to students
- Maintain positive interpersonal relationships
- Document student progress
- Knowledge of age appropriate teaching methods, state curriculum framework, education code, appropriate instructional subjects.
- Multicultural Competency

#### **Preferred:**

- Bilingual
- Positive Behavior Intervention Strategies
- RTI
- Sheltered Instruction/SIOP
- Differentiated Instruction
- Professional Learning Communities
- Experience with diverse students preferred

**Reports to:** Building Principal or Supervisor

**License, Certifications, Bonding, and/or Testing Required:**

- Criminal Justice Fingerprint Clearance (cost to the employee: \$12.50 for fingerprints at the time of registration; \$66.00 for criminal background check will be paid through a one-time payroll deduction)
- First Aid/CPR/AED certification, or the ability to obtain

**To Apply:** Candidates will complete the Parkrose application online at [TalentEd](#). In order for your application to be complete, you must submit the documents listed below in addition to the application at [TalentEd](#): <https://parkrose.tedk12.com/hire>.

- Cover Letter
- TalentEd Application
- Resume
- Three (3) current letters of recommendation
- Essay Questions:
  1. *Describe your experience in teaching and/or serving and/or working with a diverse population and underrepresented communities?*
  2. *We have a deep commitment to challenging institutional racism. Can you speak to how you have done this in your practice?*

Parkrose is an Equal Opportunity Employer. Applicants with culturally diverse backgrounds are strongly encouraged to apply.

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## Position Details

### Essential Job Responsibilities:

- Develop and implement Individual Educational Plan (IEP) goals for skill attainment in areas including articulation, stuttering, delayed language, social/cognitive skills, swallowing disorders, and voice problems, based on own assessments and recommendations of physicians, psychologists, teachers, counselors, behavior specialists and social workers.
- Evaluate hearing and speech/language test results and medical or background information to determine special education eligibility and plan intervention through an Individual Educational Plan (IEP) for speech, language, fluency, voice and swallowing disorders.
- Instruct students in techniques for more effective communication, including articulation, expressive/receptive language skills, social/cognitive and pragmatics skills, fluency, sign language, augmentative/assistive support, lip reading and voice improvement.
- Monitor student's progress and adjust interventions accordingly.
- Record information on the initial evaluation, Individual Educational Plan (IEP), progress reports, other required special education forms and paperwork required for Medicaid billing.
- Refer students for additional educational services or medical evaluation, if needed.
- Consult with and advise teachers and staff members on speech, language 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/language problems.
- Develop individual or group programs to deal with speech or language problems.
- Instruct students and family members in strategies to cope with or avoid communication-related misunderstandings and negative behavioral issues.
- Participate in conferences and educational plans with teachers, counselors and special education teachers for students.
- Advises parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Collaborates with school personnel, parents and various community agencies for the purpose of improving the quality of student outcomes, developing solutions, and planning curriculum.
- Assists other teachers for the purpose of implementing curriculum and/or behavioral support.
- Directs educational assistants, volunteers, and/or student aides for the purpose of providing an effective school program and addressing the needs of individual students.
- Other Job Functions:
- Directs educational assistants, volunteers and/or student aides for the purpose of providing an effective class program and addressing the needs of individual students.

- Performs other duties which may be assigned.
  - Participate in District sponsored in-service offerings, PLC meetings, etc. appropriate to assignment
  - Assist other teachers for the purpose of implementing curriculum
  - Work Expectations:
  - Regular attendance at work and activities must be maintained
  - Punctual in meeting deadlines, attending meetings and following schedules
  - Maintains confidential information relating to students, families and colleagues
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- In an eight (8) hour day the teacher may:
    - Stand/walk – 3 – 6 hours
    - Sit - 2 – 4 hours
  - The teacher will need:
    - Near/far visual acuity, depth perception, unaffected field of vision, unaffected hearing and the ability to evacuate students from classrooms/buildings
  - The teacher may occasionally:
    - Bend, kneel, squat, climb stairs or ladders. use hands for repetitive motions and lift/carry/reach

\*Salary Range: Please note the Certified Bargaining Agreement article 16.2.2 listed below that is used by our District to determine placement on the experience steps.

#### Article 16.2.2

Out of Parkrose: Full credit shall be granted for each year of full-time professionally or academically licensed experience in the public schools, grades K-12. For non- teachers, the experience must be related to the District assignment. Substitute teaching shall not be counted unless it was done on a full-time contract basis. Credit for experience related to the District assignment in districts outside Parkrose will not be given for a part of a year unless two (2) or fewer segments will total at least one hundred thirty-five (135) days.

### **OREGON ADMINISTRATIVE RULES (OAR) 584-020-0010**

#### **The Competent Educator**

The educator demonstrates a commitment to:

- (1) Recognize the worth and dignity of all persons and respect for each individual;
- (2) Encourage scholarship;
- (3) Promote democratic and inclusive citizenship;
- (4) Raise educational standards;
- (5) Use professional judgment; and
- (6) Promote equitable learning opportunities.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TSPC 7-2007, f. & cert. ef. 12-14-07

#### **584-020-0015**

#### **Curriculum and Instruction**

- (1) The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

(2) The competent teacher demonstrates:

(a) Use of state and district adopted curriculum and goals;

(b) Skill in setting instructional goals and objectives expressed as learning outcomes;

(c) Use of current subject matter appropriate to the individual needs of students;

(d) Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and

(e) Skill in the selection and use of teaching techniques conducive to student learning.

(3) The competent administrator demonstrates:

(a) Skill in assisting individual staff members to become more competent educators by complying with federal, state and local laws, rules, and lawful and reasonable district policy and contracts;

(b) Knowledge of curriculum and instruction appropriate to assignment;

(c) Skill in implementing instructional programs through adequate communication with staff; and

(d) Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TSPC 7-2007, f. & cert. ef. 12-14-07

#### **584-020-0020**

#### **Supervision and Evaluation**

(1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

(2) The competent teacher demonstrates:

(a) Multiple ways to assess the academic progress of individual students;

(b) Skill in the application of assessment data to assist individual student growth;

(c) Procedures for evaluating curriculum and instructional goals and practices;

(d) Skill in the supervision of students; and

(e) Skill in differentiating instruction.

(3) The competent administrator demonstrates:

(a) Skill in the application of assessment data to provide effective instructional programs;

(b) Skill in the implementation of the district's student evaluation program;

(c) Skill in providing equal opportunity for all students and staff; and

(d) Skill in the use of employee and leadership techniques appropriate to the assignment and according to well established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

