

Reasons Speech-Language Pathologists Should Consider a Career in the Public Schools of Texas

*The following information varies among districts

- Competitive Salary – Salaries are typically competitive with other work arenas when considering the number of days of employment
- Work Contract – Typical contract is for nine to ten months, with opportunities for summer employment. Contract may be for full or part-time employment with opportunities for job sharing
- Work Setting – Opportunity to work in urban, rural or suburban settings
- Work Hours – Hours are family friendly as they mirror children’s school hours with the same holidays
- Benefits – Include competitive retirement and insurance programs, access to additional investment opportunities, graduate level education through “Grow Your Own” programs, tuition reimbursement, loan repayment programs, etc.
- Stipends – Include Bilingual, Texas license, ASHA CCCs, supervision of speech-language pathology assistants (SLP-As), university practicum students, and Clinical Fellowship Year (CFY) candidates
- Supervisory Responsibilities – Opportunities to supervise university practicum students, CFY candidates, and licensed SLP-Assistants
- Opportunity for Advancement – Including administrative positions
- Continuing Education/Professional Development Opportunities – Opportunities provided by school district(s), Region Education Service Centers, professional organizations and associations, with registration fees and travel expenses paid, and release time provided
- Opportunity to work with young people from birth through 21 years of age with diverse backgrounds in a natural social and academic environment who exhibit variety in the types and severity of communication disorders
- Opportunity to utilize skills in a full continuum of services including diagnostics, design and implementation of intervention models, and delivery of therapy
- Opportunity to specialize in area(s) of particular interest

- Variety of Service Delivery Models – Opportunity to utilize a variety of models in addressing the needs of students
- Collaboration with Others – Including professionals (classroom teachers, special education teachers, other speech-language pathologists, audiologists, school psychologists, occupational and physical therapists, educational diagnosticians, counselors, nurses), and parents