



# DEER VALLEY

Unified School District

## JOB DESCRIPTION

JOB TITLE: **Orientation and Mobility Specialist**

Position Type: <b>Certified</b>	Department: <b>Student Support Services</b>
Salary Schedule: <b>Other Professional</b>	Location: <b>Schools</b>
Reports to: <b>Hearing Impaired/Vision Impaired Lead and Principal</b>	
Term of Employment: <b>9 months</b>	Shift: <b>Day</b>
Approved by: <b>Human Resources</b>	Date: <b>June 8, 2017</b>

### **POSITION SUMMARY:**

The Orientation & Mobility Specialist works with blind and visually impaired students to assist them in learning to travel safely and gracefully through their campus and the community. The Specialist provides assessments, develops instructional programs and provides basic assessments, as well as assists students in learning community transportation systems. The primary emphasis is on techniques of safe travel which may involve teaching the proper use of a white cane, community orientation in the use of guide dogs or safety techniques for moving around familiar areas.

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The job requires an individual to be able to perform these duties in a classroom environment as well as in the community career exploration, on-the-job training, and travel training skills. Knowledge of school-to-careers transition planning, supported employment, competitive employment, and career and technical education options. Ability to meet deadlines, work on multiple projects, coordinate work with others, and be self-directed. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

### **ESSENTIAL FUNCTIONS:**

- Works closely with students, parents, teachers, administrators, support staff and other agencies to provide Orientation & Mobility services to identified students with visual impairments.
- Assesses student and prepares a written assessment of the student's orientation and mobility skills, and determine if instruction and consultation to the general education and/or special education teacher is needed.
- Provides direct instruction for the purpose of assisting students with visual impairments who move about independently in the school and community.

- Evaluates the progress of students receiving Orientation & Mobility services.
- Assist students to relate their body image and spatial, directional, orientation skills to surrounding environment.
- Assists each student to develop his maximum safe travel potential and functional independence in a variety of environments, using appropriate techniques, such as sighted-guide skills, pre-cane and cane skills.
- Trains low-vision students to make use of residual vision when traveling in all environments.
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- Participates as an active member of the MET/IEP team to design individual educational programs for students with visual impairments who require orientation and mobility services.
- Writes goals and objectives based on student needs.
- Provides program notes quarterly based on IEP goals and objectives.
- Prepares lessons according to IEP goals and objectives and student O & M needs.
- Obtains and operates equipment necessary to enhance student potential.
- Assists the low vision team with collection of materials and helps with accommodations and modifications of student assignments.
- Other duties assigned by the supervisor/lead.
- Demonstrates knowledge of content and pedagogy.
- Demonstrates knowledge of students.
- Selects instruction goals.
- Demonstrates knowledge of resources.
- Demonstrates coherent instruction.
- Assesses student learning.
- Creates an environment of respect and rapport.
- Establishes a culture for learning.
- Manages student behavior.
- Organizes physical space and resources.
- Demonstrates knowledge of federal, state and district mandates.
- Demonstrates knowledge of identification of students with vision impairments.
- Demonstrates knowledge of information management.
- Communicates clearly and accurately.
- Uses questioning and discussion techniques.
- Engages students in learning
- Provides feedback to students.
- Demonstrates flexibility and responsiveness.
- Demonstrates knowledge of assistive vision equipment including technology.
- Demonstrates knowledge of vision aids.
- Reflects on teaching.
- Maintains accurate records.
- Communicates with families.
- Contributes to school and district.
- Grows and develops professionally.
- Shows professionalism.
- Must meet any additional specific job requirements as indicated by the school.

**MARGINAL DUTIES:**

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the lead.

**SUPERVISORY RESPONSIBILITIES:**

- Supervises students.

**SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:**

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

**CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:**

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- National Certification from ACVREP required.

**EDUCATION AND/OR EXPERIENCE:**

- Master's degree with experience at the high school level; three years minimum.
- Knowledge of transition and how it relates to IDEA 2007.
- Experience in writing transition plans.
- Background including vocational experience and grant writing preferred.
- Professional training and experience in vocational evaluation, rehabilitation counseling, special education teaching or areas related to results-based education.
- Experience in aligning special education and general education systems (curriculum, assessment, etc.) for student driven transition outcomes.

**LANGUAGE SKILLS:**

- Demonstrates the ability to read and interpret documents; such as, safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

**MATHEMATICAL SKILLS:**

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

**REASONING ABILITY:**

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

**PHYSICAL DEMANDS:**

- Regularly required to stand, reach with hands and arms, talk or hear, and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk and occasionally climb or balance; stoop, kneel, crouch, or crawl.
- Must regularly lift and/or move up to 50 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**ENVIRONMENTAL CONDITIONS:**

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COMMENTS:**

*This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.*

*This is a temporary management guide tool, subject to change.*