



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: Teacher of the Visually Impaired

Position Type: Certified	Department: Student Support Services
Salary Schedule: Certified	Location: Schools
Reports to: Hearing Impaired/Vision Impaired/Audiology Lead and Principal	
Term of Employment: 9 months	Shift: Day
Approved by: Human Resources	Date: March 11, 2019

POSITION SUMMARY:

The itinerant teacher for students with visual impairments travels to the students' assigned schools to provide direct and/or consultative special education services relating to vision loss. These services enable the students to learn in a variety of settings. The students range in age from 3 years through 21 and may have only a visual impairment or additional disabilities. The cognitive levels of the students range from severely impaired to gifted and talented.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. 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:

- Performs functional vision and learning media assessments in accordance with Child Find and three-year evaluations.
- Provides instruction consistent with student Individualized Education Plans, using strategies, methods and materials appropriate to the learner's abilities, needs, and learning styles.
- Interprets eye medical reports as they relate to educational environments.
- Develops and revises Individual Educational Programs for students as necessary.
- Recommends appropriate specialized evaluations as needed, such as low vision, clinical low vision evals, orientation and mobility, psycho-social, and adaptive physical education.

- Assists in determining and procuring classroom equipment and materials necessary for the student with visual impairments to learn (Braille, low vision devices, assistive technology, and computer) including ensuring necessary room modifications and lighting changes.
- Provides the classroom teacher with information regarding the specialized strategies needed to teach a student with visual impairments.
- Provides modified materials to the classroom teacher according to the student's IEP.
- Provides Braille, recorded/enlarged materials, and tactual symbols as appropriate for each child.
- Provides updated pupil information. (VI registration, deaf/blind census, textbook projections)
- Consults with other instructional staff to provide information to incorporate the expanded core curriculum into the entire instructional setting.
- Submits requests for instructional materials, conferences, field trips, and personnel needs.
- Informs various special education personnel of progress and needs of the students with visual impairment on a regular basis.
- Maintains adequate record of all assessments, IEPs and progress reports.
- Registers students with visual impairments with appropriate agencies.
- Prepares paperwork as appropriate and attend IEP team and 504 meetings for students with visual impairments.
- Distributes information to parents concerning workshops, conferences, and equipment acquisition.
- Works as liaison with other agencies in the vocational assessment process.
- Participates in transition planning.
- Consults with parents, staff and outside agencies as appropriate or necessary.
- Communicates with low-vision specialists, ophthalmologists, and optometrists concerning exams, and attends exams when appropriate.
- Demonstrates basic content knowledge.
- Demonstrates understanding of the AZ Academic Standards.
- Indicates awareness of prerequisite learning.
- Displays pedagogical knowledge.
- Displays understanding of the AZ Professional Teaching Standards.
- Demonstrates knowledge of IEP goals and objectives.
- Goals are standards-based and/or IEP based suited to most students.
- Goals are clearly stated.
- Goals include methods of assessment.
- Learning activities are suitable to student's instructional and IEP goals and objectives.
- Materials and resources support the instructional goals and engage students in meaningful learning.
- The lesson or unit has a recognizable structure and time allocations for learning activities are reasonable.
- Performance objectives are clearly communicated to the student.

- Assessment criteria measures student performance as it relates to the instructional goals.
- Standards of conduct have been established.
- Is aware of student behavior.
- Responds appropriate to student behavior.
- Attends meetings regarding students with visual impairments in the district.
- Links appropriate academic standards specific to visual and/or equipment needs demonstrated through observation, IEP goals and objectives.
- Ensures that appropriate accommodations and services are presented and incorporated into the IEP and/or 504 paperwork.
- Demonstrates the ability to properly identify children who qualify for visually impaired services in the District.
- Maintains charts or has access to the information through the computer system that includes the student's IEP and/or 504 paperwork and most current vision report.
- Maintains updated rosters of every identified and potential student with a vision impairment.
- Advises parents/guardians of the need for updated information including vision reports.
- Teacher maintains a close relationship with special education records in order to ensure proper census counts of students with visual impairments.
- Communicates with District colleagues in order to ensure IEP and/or 504 paperwork is completed and reflects the needed services and accommodations for the students with visual impairments.
- Attempts to engage students in a meaningful discussion that enables students to reflect on their understanding.
- Activities are appropriate to age and/or background of students.
- Students are cognitively engaged.
- Instructional groups are productive and appropriate to the students.
- Instructional materials are appropriate to the instructional goals.
- Students are appropriately engaged with the materials and resources.
- The pacing of the lesson is appropriate for students.
- The lesson has a clearly defined structure around which the activities are organized.
- Feedback is accurate, constructive, and specific.
- Feedback is consistently provided in a timely manner.
- Demonstrates knowledge of assistive technology for students with visual impairments including Braille equipment.
- Maintains an updated list of District assistive equipment and the current location within the District.
- Teacher's system for maintaining information on student progress in learning is effective.
- Demonstrates a professional attitude.
- Plans and implements a Professional Development Plan.
- Participates in workshops.

- Offers assistance to colleagues.
- Must meet any additional specific job requirements.

MARGINAL DUTIES:

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

SUPERVISORY RESPONSIBILITIES:

- Supervises students.

SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Must be able to work a flexible schedule.
- 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 REGISTRATONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must have Arizona provisional, standard or reciprocal Special Education certification in Teachers of Students with Visual Impairments.

EDUCATION AND/OR EXPERIENCE:

- Bachelor (BA) or Master's (MA) degree from a college or university.

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.