

## **GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION**

### **JOB TITLE: TEACHER OF THE VISUALLY-IMPAIRED ITINERANT(TVI) EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANIZATIONAL DEVELOPMENT**

#### **GENERAL STATEMENT OF JOB**

Assists students (K-12) identified with a visual impairment to achieve their maximum potential. Reports to the Central Office Supervisor for the VI Program, the Exceptional Children Coordinator and Executive Director Exceptional Children Services.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Determines whether Braille, print, or auditory modes of learning are most appropriate for the child. Teaches Braille reading and the production of Braille. Teaches Nemeth Code, the production of Nemeth Code, and the Cranmer Abacus. Writes IEP's with specific modifications that reflect appropriate learning medium. Helps to implement specific modifications in a variety of educational settings.

Develops maximum use of optical aids and residual vision. Teaches effective and functional use of residual vision. Continuously assesses functional vision in the total school environment: academic setting, lunchroom, P.E., Music, other electives.

Orients child to new aids and instructs them in the use of a wide variety of vision aids (monoculars, binoculars, telescopes, magnifiers of all types).

Researches, makes recommendations, and teaches children, parents, other teachers how to use Assistive Technology. This may include any number of items such as Braille-N-Speak, Type-N-Speak, PC's with specific software for enlarged text, voice out-put or Braille access, CCTV's, tape recorders CD players, notetakers, etc.

Teaches students in techniques that enable them to move about the environment independently in consultation with O&M Instructor.

Instructs students in compensation skills needed to function in a sighted world. Encourages independence. Instructs children in personal hygiene, cooking, grooming, clothing, organization, table manners, and social skills. Promotes self-advocacy.

Provide instruction for developing strong listening skills. Provide opportunities that encourage strong listening skills.

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Supports Regular Ed. Teachers by providing information, adaptive materials, teaching strategies, and other resources available.

Meets with teachers and administrators regularly at each school to plan instructional programs for individual students, implement IEP goals, and provide materials and modifications.

Exchanges information on individual students with other school personnel, such as counselors, nurses, and uses their expertise in assisting students.

Cooperates with ancillary groups, agencies, and individuals such as braillists, individual assistants, readers for the blind, mobility instructors, and vocational rehabilitation counselors, and uses their assistance effectively.

Meets periodically with the family of students to provide feedback, information, resources, helps and support.

Teachers should attend workshops, conferences, and lectures that provide specific information and in-service in the field of visual impairment as well as opportunities to network with other teachers in this field.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

BA or MA in Special Ed. or Education with focus on the field of Visual Impairment.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or

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exchange information. Includes receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone and email.

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### **KNOWLEDGE, SKILLS AND ABILITIES**

General knowledge of activities performed by regular education teacher(s).

General knowledge of daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

General knowledge of methods of adapting instruction, equipment and tools for children with special needs.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum for the grade.

Ability to constantly monitor the safety and well being of students.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.