HOUSTON INDEPENDENT SCHOOL DISTRICT – JOB DESCRIPTION

POSITION TITLE: Teacher, Itinerant Special Education for Deafblind

JOB CODE: 000622, Varies                      CONTRACT LENGTH: 10M

SALARY GRADE: RT                      DATE OF LAST REVISION: 05/12/2015

IMMEDIATE SUPERVISOR: Manager, Programs for Students with Auditory/Visual Impairments

POSITION SUMMARY:
The itinerant Special Education Teacher for students with deafblindness provides students with specially designed instruction that is based on district curriculum and aligned with the student’s individualized education program (IEP). The Itinerant Special Education Teacher for students with deafblindness works collaboratively with students’ IEP teams to address how students will access and progress within the general education curriculum and the expanded core curriculum.

ILLUSTRATIVE DUTIES:
• Collaboratively with the IEP team, develops and implements the student’s IEP utilizing specially designed instruction that is aligned with the curriculum and required content strategies
• Travels to district campuses to provide instructional services to students with dual sensory impairments.
• Participates as a member of the Admission, Review and Dismissal (ARD) IEP Committee.
• Participates in IEP meetings for students assigned to designated caseload.
• Utilizes specialized resource materials and visual, auditory, or tactile aides as appropriate to implement the student’s IEP.
• Prepares and maintains IEP documents in a timely manner, including progress updates.
• Collaborates with classroom teachers with the planning of lessons to meet the accommodations and modifications needed for students with dual sensory impairments.
• Implements positive behavioral interventions and supports with discipline management procedures.
• Employs a variety of instructional techniques incorporating current technology tools applying the principles of Universal Design for Learning to facilitate individual student learning.
• Differentiates instruction for students with disabilities by employing a variety of instructional strategies including work that develops thinking skills.
• Develops data driven statements that accurately reflect each student’s present level of academic achievement and functional performance based on formal evaluation and classroom based assessment data.
• Utilizes the district’s web-based management systems to plan, implement, and monitor services for individual students by collecting, analyzing, tracking, and using specific data.
• Support skilled 1:1 teacher assistants and assists in specialized training and developing student-specific materials for instruction.
• Maintains and improves professional competence by participating in district staff development.
• Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations.
• Establishes and maintains open lines of communication with students, parents, and community members, including Region 4 ESC, DARS, and TSBVI.
• Attends and participates in department meetings and committees.
• Performs other job-related duties as assigned.

POSITION REQUIREMENTS:

Education:
• Minimum of a Bachelor’s degree in special education or related field from an accredited college or university.
• Participates in Texas Teacher of the Deafblind Pilot Project for initial 2 years of position through related trainings and technical assistance.
• Texas Teacher Certificate in either Hearing Impairment or Vision Impairment required.

Other Requirements:
• The No Child Left Behind Act of 2001 (NCLB) requires a special education teacher who 1) is the teacher of record, and 2) provides direct instruction to students in any of the core academic subject areas defined by NCLB to be highly qualified in the core academic subject area(s).
• Special education teachers who deliver direct instruction to students with disabilities in core academic subject areas must meet the appropriate state special education certification requirements for the grade level that they are teaching in addition to meeting the same standard for subject matter competency to meet highly qualified. These requirements apply whether a special education teacher provides direct core academic instruction in a regular classroom, in a resource room, or in another non-traditional setting.
• Ability to lift and carry up to 40 pounds, stoop, kneel, crouch, walk, twist, bend, climb, and be mobile.
• Ability to communicate effectively in both written and oral forms with all levels of management, both internal and external to the district.
• Ability to establish and maintain effective working relationships both internal and external to the district.
• Ability to adjust the eye to bring an object into focus; judge distance (close and distant); reach with arms extended and use hands to manipulate the keyboard.
• Ability to travel throughout the district and city by means of private or public transportation. If driving personal (or private) vehicle, must possess a valid driver’s license and appropriate insurance coverage.