

## **SPED TEACHER, VISUALLY IMPAIRED**

**Rev. Jun 2022**

**Job No.: T668**

**Reports to:** Sr. Coordinator, SPED Low Incidence Disabilities

**Dept./Campus:** Special Education

**FLSA Status:** Exempt

**Pay Grade:** Teacher Scale

**Term:** 187 Days

### **PRIMARY PURPOSE:**

To provide direct and/or consultative special education services related to visual impairments. These services enable the students to learn in classroom and community environments. Services for infants may be provided in the infants' homes or child-care settings (within district boundaries). The students range in age from birth through 21 and may or may not have additional disabilities. The cognitive levels of the students range from severely impaired to gifted and talented. **This position may be contingent upon funding in whole or in part through state or federal grants.**

### **MAJOR RESPONSIBILITIES AND DUTIES**

- Perform functional vision and learning media assessments on new referrals and at intervals as designated by the Individuals with Disabilities Act (IDEA).
- Interpret medical eye reports as they relate to educational environments.
- Contribute to the development of the IEP/IFSP with recommendations for goals, modifications, and learning styles.
- Provide screening and referral procedures to appropriate staff.
- Recommend appropriate specialized evaluations and assessments, such as for low vision, orientation and mobility, psychosocial, and adaptive physical education.
- Consult with diagnosticians, classroom teachers, students, and parents concerning appropriate evaluations, modifications, and test administrations.
- Be knowledgeable about possible modifications for statewide testing and arrange for necessary modifications.
- Obtain modified standardized testing materials (NAPT, ITBS, TAAS, SAT, ACT) and administer or assist in the administration of the test as needed.
- Administer various other evaluations as appropriate (Oregon Project, Insite, Hawaii, Boehme, LAP, E-LAP) and interpret the results as appropriate to parents and other educators.
- Participate in team assessments for students with moderate to severe cognitive disabilities.
- Provide assessment, instruction, and consultation to other educational team members on issues related to assistive technology, especially computer-based assistive technology.
- Assist in determining need for and procuring classroom equipment and materials necessary for students with visual impairments to learn (braille, low-vision devices, assistive technology, computer, etc.), including ensuring necessary room modifications and lighting changes.
- Provide team members with information regarding the specialized strategies needed for success with each VI student, including those working with infants in non-school-based settings.
- Consult with other educational team members, including parents and rehabilitation service providers to provide information necessary to maximize incorporation of the expanded core curriculum into the entire instructional setting.
- Provide or supervise personal care and/or delegated health services, as stated in the IEP. (SHARS)
- Provide modified materials to team members.
- Provide braille, adapted materials, and tactile symbols as appropriate for each child.
- Participate in staff development activities to improve job-related skills.
- Maintain a professional relationship with colleagues, students, parents, and community members.
- Use effective communication skills to present information accurately and clearly.

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- Participate in staff development activities to improve job-related skills.
- Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Attend and participate in faculty meetings and serve on staff committees as required.
- Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.
- Perform other duties as assigned.

### **SUPERVISORY RESPONSIBILITIES**

- Supervise assigned teacher aide(s).

### **GENERAL QUALIFICATION GUIDELINES**

#### **Education/Certification/Experience:**

- Bachelor's degree from accredited university.
- A certification/license for teachers of students with visual impairments.
- Experience educating students with disabilities, either in a classroom or special education teacher.

#### **Knowledge/Skills/Abilities:**

- Knowledge of special needs of students in assigned area; Admission, Review, and Dismissal (ARD) Committee process and Individual; Education Plan (IEP) goal setting process and implementation; curriculum and instruction; special needs of students in assigned area; and experience with school age children.
- Ability to travel between sites.

#### **Mental/Physical/Environmental Demands**

*The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.*

- May be exposed to outdoor weather conditions during portions of work day.
- Needs to move about inside the classroom or campus to monitor students as necessary.
- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling, and pushing.
- Frequent moving of small stacks of textbooks, media equipment, desks, and other classroom equipment.
- Occasional requires lifting up to 25 pounds.
- Occasional prolonged and irregular hours.
- Ability to understand complex problems and to collaborate and explore alternative solutions.
- Ability to organize and prioritize work schedules of others on short-term basis.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.
- Maintain composure and professionalism at all times.