



## JOB DESCRIPTION

Job Title: **Teacher Visually Impaired**  
 Job Family: **Licensed/Teacher**  
 Prepared/Revised Date: **August 22, 2017**

FLSA Status: **Exempt**  
 Pay Range: **T Schedule**  
 Job Code: **20207**

**SUMMARY:** Teachers of the Visually Impaired provide assessment, evaluation, programming, and direct instruction for individuals with vision impairments, including blindness.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *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. Frequency of duties, percent of time, and work year may vary based on department or building assignment.*

| Description of Job Tasks   | Frequency  | % of Time  |
|--|--|--|
|  | Daily = <b>D</b><br>Weekly = <b>W</b><br>Monthly = <b>M</b><br>Quarterly = <b>Q</b><br>Annually = <b>A</b> | On an annual basis, e.g. 10 hours of a 40 hour work week = 10/40 = 25% |
| 1. Provide direct instruction in visual efficiency, tactile symbols, braille, assistive technology, auditory skills, social skills, use of near and distance low vision devices, and other areas of the Expanded Core Curriculum; evaluate areas of the Expanded Core Curriculum.              | D  | 40%  |
| 2. Provide in-service training and consultation to other team members in the home, school, and community settings.   | D  | 15%  |
| 3. Provide, create, and acquire adapted materials. Register and exit eligible students with the Colorado Instructional Materials Center (CIMC).  | D  | 15%  |
| 4. Support parents, families, and students to develop and reach developmental milestones and goals; provide adapted strategies, facilitate development of self-esteem, support transitions, provide access to training and support, and communicate regarding student progress and/or needs.   | D  | 9%   |
| 5. Support students in developing gross and fine motor skills, sensory skills, and basic concepts. Ensure appropriate vision-specific supports are in place and that necessary skills are attained for transition from school to adult life.   | D  | 9%   |
| 6. Attend work and arrive in a timely manner.  | D  | 1%   |
| 7. Assist other professionals in developing appropriate evaluation and assessment strategies; conduct the functional vision evaluation, the orientation and mobility evaluation, and the learning media assessment. Interpret evaluation and assessment results and evaluate student progress. | W  | 5%   |
| 8. Maintain records on all evaluations, IEPs, and progress reports. Attend IEP meetings.   | W  | 5%   |
| 9. Perform other duties as assigned.   | Ongoing  | 1%   |
|  | <b>TOTAL=</b>  | <b>100%</b>  |

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Master’s degree with proper licensing program required
- 1-2 years of related experience required

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire
- Valid Colorado driver’s license
- Valid Colorado Department of Education Teaching License with Special Education Specialist: Visual Impaired for ages 0-21 endorsement



**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Personal computer and keyboarding skills
- Ability to maintain confidentiality in all aspects of the job
- Ability to remain current in curricular area and in instructional practices
- Ability to accommodate a wider variety of learning styles
- Knowledge of behavior and classroom management techniques
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, Superintendent policies and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Word, Outlook, and/or other department software packages
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

|                        | <b>POSITION TITLE</b>   | <b># of EMPLOYEES</b> |
|------------------------|---|-----------------------|
| <b>Direct reports:</b> | This job may supervise classified staff in the delivery of services to students | up to 3               |

- Responsible for supervising the behavior and well-being of students in the classroom, getting on and off the bus, on recess.

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

| <b>PHYSICAL ACTIVITIES:</b>         | <b>Amount of Time</b> |                  |                   |                 |
|-------------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                     | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Stand                               |                       |                  |                   | x               |
| Walk                                |                       |                  |                   | x               |
| Sit                                 |                       | x                |                   |                 |
| Use hands to finger, handle or feed |                       | x                |                   |                 |
| Reach with hands and arms           |                       | x                |                   |                 |
| Climb or balance                    | x                     |                  |                   |                 |
| Stoop, kneel, crouch, or crawl      |                       | x                |                   |                 |
| Talk                                |                       |                  |                   | x               |
| Hear                                |                       |                  |                   | x               |
| Taste                               | x                     |                  |                   |                 |
| Smell                               | x                     |                  |                   |                 |

| <b>WEIGHT and FORCE DEMANDS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|----------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                  | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Up to 10 pounds                  |                       |                  |                   | x               |
| Up to 25 pounds                  |                       |                  |                   | x               |
| Up to 50 pounds                  |                       |                  | x                 |                 |
| Up to 100 pounds                 | x                     |                  |                   |                 |



| <b>WEIGHT and FORCE DEMANDS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|----------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                  | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| More than 100 pounds             | x                     |                  |                   |                 |

| <b>MENTAL FUNCTIONS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|--------------------------|-----------------------|------------------|-------------------|-----------------|
|                          | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Compare                  |                       |                  | x                 |                 |
| Analyze                  |                       |                  | x                 |                 |
| Communicate              |                       |                  |                   | x               |
| Copy                     |                       | x                |                   |                 |
| Coordinate               |                       |                  |                   | x               |
| Instruct                 |                       |                  |                   | x               |
| Compute                  |                       |                  | x                 |                 |
| Synthesize               |                       |                  |                   | x               |
| Evaluate                 |                       |                  |                   | x               |
| Interpersonal Skills     |                       |                  |                   | x               |
| Compile                  |                       |                  | x                 |                 |
| Negotiate                |                       |                  | x                 |                 |

| <b>WORK ENVIRONMENT:</b>              | <b>Amount of Time</b> |                  |                   |                 |
|---------------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                       | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Wet or humid conditions (non-weather) | x                     |                  |                   |                 |
| Work near moving mechanical parts     |                       | x                |                   |                 |
| Work in high, precarious places       | x                     |                  |                   |                 |
| Fumes or airborne particles           | x                     |                  |                   |                 |
| Toxic or caustic chemicals            | x                     |                  |                   |                 |
| Outdoor weather conditions            |                       |                  | x                 |                 |
| Extreme cold (non-weather)            | x                     |                  |                   |                 |
| Extreme heat (non-weather)            | x                     |                  |                   |                 |
| Risk of electrical shock              | x                     |                  |                   |                 |
| Work with explosives                  | x                     |                  |                   |                 |
| Risk of radiation                     | x                     |                  |                   |                 |
| Vibration                             | x                     |                  |                   |                 |

| <b>VISION DEMANDS:</b>                                    | <b>Required</b> |
|---|-----------------|
| No special vision requirements.                           |                 |
| Close vision (clear vision at 20 inches or less)          | x               |
| Distance vision (clear vision at 20 feet or more)         | x               |
| Color vision (ability to identify and distinguish colors) | x               |
| Peripheral vision   | x               |
| Depth perception  | x               |
| Ability to adjust focus                                   | x               |

| <b>NOISE LEVEL:</b> | <b>Exposure Level</b> |
|---------------------|-----------------------|
| Very quiet          |                       |
| Quiet               |                       |
| Moderate            | x                     |
| Loud                |                       |
| Very Loud           |                       |