

JOB DESCRIPTION
Puyallup School District
PEA

Teacher of the Deaf

Purpose Statement

Teachers of the Deaf serve students who required educational service due to a hearing loss which impacts their access to education and requires specialty designed instruction. They address the unique educational, communication, and social/emotion needs of students with hearing loss and provide guidance to the student's families and school personnel. They develop, facilitate and implement specialty designed instruction in all content areas to support expressive and receptive language knowledge and skill necessary to access content through targeted and differentiated instruction.

Qualifications Required:

- Special Education and Teacher of the Deaf endorsement
- Successful experience as a classroom teacher
- Fluent in American Sign Language
- Experience with audiological equipment
- Experience working with students with hearing loss
- Experience in differentiating curriculum for the students with hearing loss
- Experience with working with support staff
- Knowledgeable of accommodations and modification for students with hearing loss

Essential Functions:

- Develops short and long-range plans consistent with curriculum goals, learner's diversity, and learning theory.
- Demonstrates a working knowledge of hearing aids, cochlear implants, FM equipment (including use and troubleshooting) and the interpretation of audiograms.
- Reviews data available for audiological/medical information regarding the students' degree/type of hearing loss, discrimination ability, and use of amplification and for planning students' instructional and environmental needs and necessary accommodations/modifications.
- Provides training to building staff including recommendations such as environmental modifications, preferential seating, communication, understanding of the impact of hearing loss and the use of equipment and a sign language interpreter.
- Effectively communicates/consults with staff, including general education and special education teachers, related service personnel and sign language interpreters.
- Utilizes strong organizational skills and flexibility to establish and maintain appropriate schedules for direct services, consultation, assessment, and progress monitoring.
- Demonstrates working knowledge of current legislation, regulations, policies, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, accommodations/modifications and assistive technology, to individuals with all types of disabilities across the age range.
- Understands characteristics of individuals with disabilities across the age range, including levels of severity, multiple disabilities and their influence on development, behavior and learning; with knowledge about the impact of language disorders, processing deficits,

intellectual abilities, behavioral/emotional/social disorders, and physical (including sensory) disabilities on learning and behavior

- Plans effective instructional strategies for adapting or modifying general curriculum to meet the needs of individual students, and strategies to implement and prioritize longitudinal, outcome-based curriculum, including social, language, academic, vocational skills, and life skill domains (i.e. domestic, recreation/leisure, vocational, and community).
- Creates an environment that provides appropriate visual (line of sight) and acoustic access for full participation for students with hearing loss.
- Monitors for this access within the general education environment (including visual access to the sign language interpreter as applicable and line of sight with the teacher.)
- Understands basic classroom management theories and methods, with strategies for individual behavior management, crisis prevention, intervention, de-escalation techniques, and the balance between classroom management with academic teaching strategies.
- Understands the aspects of schedules, routines, and transitions that promote development and learning.
- Demonstrates ways in which technology can assist with creating and managing the learning environment, incorporating the verbal and visual redirection and classroom expectations.
- Provides supervision of sign language interpreters and paraprofessional educators (as applicable).
- Consults with teachers and therapists to plan for student's needs and required adaptations, modifications, and use of assistive/adaptive technology
- Provides high leverage practices of instruction from an HI linguistic-based perspective with mediational strategies, to address the learning, language, communication, auditory, and social impact of hearing loss and to advance academic achievement.
- Provides specialized instruction in the hearing-related areas of: Auditory Training, Speechreading, Vocabulary Development, Speech/language development, Social Skill Development, Hearing Aide/FM use and maintenance, and Deaf/Hard of Hearing Positive Coping Strategies/Self Advocacy. Mediates with students to generalize these skills across environments
- Demonstrates the skills and fluency necessary to communicate effectively using a Total Communication approach (when applicable).
- Demonstrates the ability to assess student needs and progress, and its relationship to hearing loss, shares information professionally in a written/verbal format.
- Uses instructional time effectively and efficiently, while facilitating the integration of related services into the instructional program.
- Creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication appropriate to each student.
- Understands assessment as an educational process including how to interpret information obtained from standardized and non-standardized assessment, analyze and use to develop instruction and goals for individual students.
- Implements a variety of procedures for identifying student's learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
- Effectively utilizes Response to Intervention (RtI) and supports students utilizing appropriate progress monitoring tools to gauge individual student achievement
- Implements accommodations and modification as identified for individual students on national, state, local and classroom assessments.
- Implements strategies for assessing students' skills within curricular areas including academic, social and vocational
- Implements classroom and individual behavioral management plans and actively participates in functional behavioral assessments and behavioral interventions plans for students.

- Understands and effectively utilizes computerized web-based systems for documentation procedures/communication, goal development and modification, progress monitoring, performance assessment, accommodations/modifications, program supports and overall IEP information.
- Provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner.
- Has working knowledge of resources, strategies, networks, organizations, and unique services for individuals with disabilities and their families including career, vocational, and transition support, including possible funding agencies and financial sources for secondary aged students (local, state, and federal).
- Engages in professional development to stay current on researched-based instructional strategies and services and seeks additional resources and assistance as needed to meet the individualized needs of students.
- Collaboratively works with community agencies and outside therapists for students and understands the reciprocal relationship of sharing confidential information with these individuals.
- Completes required federal and state compliance responsibilities.

Licenses/Special Requirements

Criminal Justice fingerprint clearance, Washington State teaching certificate

**Additional information regarding this class may be found on the internet at:
www.puyallup.k12.wa.us/programs/quest/scclass.htm**