

MIDWESTERN INTERMEDIATE UNIT IV

TITLE: Teacher of the Blind and Visually Impaired

DATE: November 14, 2018

REPORTS TO: Supervisor of Special Education

APPROVED BY: Board of Directors

JOB SUMMARY: Assist, as a member of a professional team, in providing students who are blind and visually impaired with the individually-tailored help, counsel, and learning experience they need to make progress toward educational goals established with their limitations in mind.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Determine the needs of students and design appropriate learning activities.
2. Maintain appropriate records of attendance and pupil progress and maintain continuous evaluation and assessment of progress.
3. Develop and maintain a classroom environment conducive to effective learning.
4. Provide support to regular education teachers who have exceptional students in their classroom.
5. Attend Evaluation Report (ER) and Individualized Education Program (IEP) meetings with parents and students; write reports and facilitate information. Provides academic support as designed on the student's IEP.
6. Provide/educate the public with information about students with disabilities.
7. Devise innovative teaching methods, strategies, techniques and learning materials in an ongoing attempt to extend the possible approaches to working effectively with students of impaired learning ability.
8. Keep abreast of new developments in the field.
9. Serve as a facilitator with the home school, recommending and implementing specific techniques that work best with each child.
10. Counsel students and help them identify and deal with their academic and social disabilities and provide opportunities for them to explore life and career goals.
11. Participate in case conferences about educationally disabled students.
12. Provide personal transportation assistance for students as dictated by the Individualized Education Program (IEP), authorized by the parent/guardian, and approved by the program supervisor.

13. Instruct students in blindness and visually impaired related skills in the following: compensatory or functional academic skills, including braille, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, self-determination and any assistance with any skills deemed appropriate.
14. Provides consultative services to school districts regarding vision loss, its ramifications on learning, and the educational, social, and emotional needs of students with vision loss.
15. Evaluates students to determine eligibility of visually impaired support services and the appropriate service delivery model.
16. Troubleshoots vision equipment and maintains, modifies and ensures the safety of the physical environment of the educational setting.
17. Perform other duties as assigned by the Supervisor of Special Education.

QUALIFICATIONS:

- Bachelor's degree in Special Education required
- Pennsylvania teacher certification in Teacher of the Visually Impaired required
- Dual certification or High Objective Uniform State Standard Evaluation (HOUSSE) designation required
- Must have valid driver's license
- Submission of pre-employment medical examination (Section 148 of the Pennsylvania School Code)
- Submission of a report of criminal history record from the Pennsylvania State Police (Section 111 of the Pennsylvania School Code)
- Submission of a clearance report from the Pennsylvania Department of Public Welfare in accordance with Act 151 of 1994
- Submission of Federal Criminal History Report in accordance with Act 114 of 2006
- Submission of Arrest/Conviction Report and Certification Form per Act 24 of 2011
- Such alternatives to the above qualifications as the Board of Directors may find appropriate and acceptable

PHYSICAL DEMANDS:

- Ability to reach above and below the waist
- Ability to use fingers to pick, feel and grasp objects
- Some stooping, bending and twisting of the body required
- Ability to lift and/or assist in lifting students of ages ranging from 3-21 and their assistive equipment or devices up to 50 lbs.
- Ability to lift and/or carry supplies and/or papers weighing no more than 50 lbs.
- Ability to stand, walk, or move throughout the classroom for extended periods of time
- Ability to perform all aspects of Safety Mechanics

SENSORY ABILITIES:

- Visual acuity

- Auditory acuity

WORK ENVIRONMENT:

- Typical classroom environment
- Subject to inside environmental conditions

TEMPERAMENT:

- Must possess excellent interpersonal skills
- Able to make judgments and work under high level of stress

COGNITIVE ABILITY:

- Ability to communicate effectively
- Ability to organize tasks
- Ability to handle multiple tasks
- Ability to exercise good judgment

SPECIFIC SKILLS:

- Must possess computer skills
- Ability to operate various school/office equipment
- Must appropriately handle confidential information

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)