

# **JOB DESCRIPTION**

## **PATERSON BOARD OF EDUCATION**

**TEACHERS**  
**3093-Teacher Itinerant of the Deaf and**  
**Hard of Hearing**  
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**JOB TITLE:**           **Teacher Itinerant of the Deaf and Hard of Hearing**

**REPORTS TO:**       **Executive Director of Special Education Programs and  
Building Principal**

### **NATURE AND SCOPE OF JOB:**

The Teacher Itinerant of the Deaf and Hard of Hearing is a professional who travels to various school sites providing instruction and consultation for students who are deaf and hard of hearing. The Teacher Itinerant of the Deaf and Hard of Hearing has training and expertise which ranges from audio logical implications, academic support, and language acquisition to social and emotional development.

### **QUALIFICATIONS:**

The Teacher Itinerant of the Deaf and Hard of Hearing shall:

1. Hold a New Jersey instructional certificate in accordance with the requirements of N.J.S.A. 18A:27:1 et seq., and N.J.A.C. Title 6 Chapter 11 with appropriate special education endorsement(s) (N.J.A.C. 6:11-8.3) and other endorsements for the position held (N.J.A.C. 6:11- 6.1, 6.2, or 8.1 et seq.).
2. Demonstrate a comprehensive knowledge of the specialized certification area, including an understanding of the current rules and regulations regarding special education assessment and program requirements.
3. Hold a valid driver's license with no serious violations.
4. Have excellent integrity and demonstrate good moral character and initiative.
5. Demonstrate knowledge and understanding of child growth and development, children with disabilities, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning and children with developmental disabilities.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.

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9. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or, during the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4...
12. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
13. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

### **VERIFICATION OF COMPETENCY:**

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations of teaching and/or administrative performance.
4. Official college transcripts.
5. Employment interview.

### **EMPLOYMENT TERMS:**

The Teacher Itinerant of the Deaf and Hard of Hearing shall be employed under the following terms:

1. Work year of twelve months
2. Salary, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Teacher Itinerant of the Deaf and Hard of Hearing shall:

1. Support communication and linguistic development through spoken language and/or sign language.

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2. Assess audio-logical implications related to speech and language development.
3. Provide specialist knowledge relative to the distinctive range of learning needs of each individual child.
4. Develop appropriate IEP goals related to skill deficits which have occurred as a result of the student's hearing loss.
5. Provide specialized instruction related directly to the areas of need identified by present levels of academic and functional performance.
6. Promote a proactive partnership with the student to develop his/her self-esteem and encourage positive attitudes toward learning.
7. Attend IEP meetings as needed.
8. Provide specialist support options to enable children with hearing loss.
9. Have access to the curriculum.
10. Monitor the management and effectiveness of audio-logical equipment, particularly Hearing aids and FM Systems
11. Provide in-service training to educate staff on the use of FM systems.
12. Promote language development by providing a range of communication modes and strategies.
13. Work in collaboration with students, staff, and families.
14. Ensure ongoing evaluation of student progress and offer relevant information to enable informed choices.
15. Create positive attitudes towards individuals with hearing loss within the school community.
16. Provide in-service training for general education staff and students regarding the specific communication and educational needs of deaf and hard-of-hearing students and ways to include deaf and hard-of-hearing students in various situations and group settings.
17. Obtain specialized services, materials, or equipment for deaf and hard-of-hearing students to use in the general education classroom and providing specialized resources and visual aids.
18. Ensure the inclusion of deaf and hard-of-hearing students in activities.
19. Adapt curriculum to make subject matter accessible to deaf and hard-of-hearing students.
20. Evaluate and recommend appropriate environmental conditions, such as lighting and acoustics, to meet the unique communication needs of deaf and hard-of-hearing students.
21. Make recommendations for Individualized Educational Plan (IEP) goals and objectives for academic achievement, language and communication and providing direct, specialized instruction in specific areas of need.
22. Assist in the appropriate placement of students.
23. Coordinate required services for students.
24. Monitor individual hearing aids, cochlear implants, and assistive listening devices.

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25. Meet regularly with program coordinators or program specialists to discuss problems or concerns regarding programs for integrated students.
26. Meet regularly with general education teachers and educational interpreters to discuss areas of concern and to ensure communication is effective.

### **ENVIRONMENTAL DEMANDS:**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

### **EVALUATION:**

The Executive director of Special Education Programs shall evaluate the Teacher Itinerant of the Deaf and Hard of Hearing in accordance with Policy No. 3223, Regulation Nos. 3223.1 or 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.

  
Approved

  
Date