

TEACHER, DEAF AND HARD OF HEARING

DEFINITION

Under direction, provides direct services to students identified as deaf and hard of hearing, ages birth through 22 years, in the home and/or district sites; designs and provides an educational program that addresses academic, communication, social, and emotional needs; assesses, monitors and reports on student eligibility and progress; works collaboratively with parents, staff and agencies to address educational needs of students; and perform related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from assigned supervisory or management personnel. Exercises no direct supervision over staff.

CLASS CHARACTERISTICS

This journey-level classification is responsible for independently performing professional duties in providing direct services to students identified as deaf and hard of hearing. Positions at this level exercise judgment and initiative in their assigned tasks, receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the work unit.

EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Designs and provides individualized instruction and accommodations/modifications for the purpose of addressing students' communication, academic and social needs as determined by assessment results.
- Assesses students using formal and informal assessments for the purpose of identifying eligibility and educational needs including communication, curricular, social and equipment needs; monitors, evaluates and reports on the progress of students.
- Participates on the Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) team to design individual educational programs for students who require deaf and hard of hearing services; conducts on-going reviews of the IEP / IFSP and monitor progress.
- Confers with parents and professional staff for the purpose of addressing needs and/or concerns related to the education of the student.
- Provides information and resources to students and their parents for the purpose of addressing needs related to the hearing impairment.
- Establishes and maintains a cooperative working relationship with partner school districts and community agencies for the purpose of facilitating the educational program for students, including student transitions.
- Serves as a resource to general and special education teachers, educational audiologists and other related services professional, and paraeducators; provide formal and informal training, guidance and consultative assistance to educators, parents, service providers and agencies, as needed.
- Prepares and maintains in a timely manner a variety of records and reports in compliance with department, agency, county, and state requirements.

- Establishes and maintains a sanitary, safe, orderly, attractive and positive learning environment.
- Maintains strict student and parent confidentiality.
- Attends and participates in a variety of meetings, committees, conferences, in-services and/or special events.
- Stays current with educational methodology, technology, issues, laws and regulations, and best practice instructional techniques regarding deaf and hard of hearing services, special education, educational trends, and other issues related to children with exceptional needs.
- Performs related duties as required.

QUALIFICATIONS

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

Education:

- Equivalent to a bachelor's degree from an accredited college or university.
- Master's degree preferred but not required.

Licenses and Certifications:

- Possession of a valid California Education Specialist Instruction Credential.
- Possession of valid California Deaf & Hard of Hearing authorization.
- This position may require employees to travel; employees must be able get themselves to different locations during their workday and will be responsible for ensuring that they can timely move between locations during their workday either via driving themselves with a valid driver's license or using other modes of transportation.

Knowledge of:

- Learning and child development theories including normal and atypical development.
- Intellectual, sensory, and communication development of students with hearing loss.
- Various types of hearing aids, cochlear implants, and hearing assistive technology.
- Classroom acoustics and listening environments.
- Developmental disabilities.
- IEP/IFSP development and implementation.
- Multiple communication modalities used by deaf/hard of hearing persons including lip reading, finger spelling, and American Sign Language (ASL) and cultural perspectives of the Deaf community.
- Instructional pedagogy appropriate for deaf and hard of hearing students.
- Availability and utilization of inter-agency and community resources.
- Safety principles and practices including crisis de-escalation strategies, conflict resolution, and other Positive Behavioral Intervention Supports.
- Applicable federal, state, and local laws, codes, and regulations as well as industry standards and best practices pertinent to the assigned area of responsibility.
- Techniques for providing a high level of customer service by effectively dealing with the public, vendors, contractors, and Office staff.
- The structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.
- Modern equipment and communication tools used for business functions and program, project, and task coordination, including computers and software programs relevant to work performed.

Ability to:

- Utilize multiple communication modalities used by deaf/hard of hearing persons, including listening and spoken language, and ASL.
- Administer appropriate assessments and interpret history and assessment data.
- Advocate for the language and educational needs of students and their families.
- Develop and implement IEPs, IFSPs, and modified lesson plans for students incorporating equitable and inclusive pedagogy.
- Develop and maintain a data collection system to track progress on IEP/IFSP goals and objectives.
- Adapt teaching methods and delivery of services based on students' identified needs.
- Counsel, confer, and collaborate with students, parents, professionals and agencies.
- Maintain a safe work environment utilizing crisis de-escalation strategies, conflict resolution and other Positive Behavioral Intervention strategies.
- Understand, interpret, and apply all pertinent laws, codes, regulations, policies and procedures, and standards relevant to work performed.
- Prepare clear and concise reports, correspondence, documentation, and other written materials.
- Use tact, initiative, prudence, and independent judgment within general policy and procedural guidelines.
- Independently organize work, set priorities, meet critical deadlines, and follow-up on assignments.
- Communicate clearly and concisely, both orally and in writing, using appropriate English grammar and syntax.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.
- Effectively use computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office or classroom setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a classroom classification including standing in work areas and walking between work areas required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office and classroom equipment. Positions in this classification frequently bend, stoop, kneel, reach, push, and pull. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 50 pounds with the use of proper equipment.

ENVIRONMENTAL CONDITIONS

Employees work in an office, classroom, and outdoor environment with moderate to loud noise levels, cold and/or hot temperatures, and exposure to blood and body fluids while providing personal assistance to student(s) with daily activities and rendering First Aid and CPR. Employees interact with clients with behavioral disorders/erratic and assaultive behavior, including those which require emergency crisis intervention. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.