



TEACHER, VISUALLY IMPAIRED/ORIENTATION AND MOBILITY

DEFINITION

Under direction, provides services to students with visual impairments at district sites; designs and provides an educational program that addresses academic, social, and emotional needs; assesses, monitors and reports on student progress; works collaboratively with parents, staff and agencies to address educational needs of students as related to student's functional vision; and perform related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from assigned supervisory or management personnel. Exercises technical and functional direction over and provides training to instructional assistants.

CLASS CHARACTERISTICS

This journey-level classification is responsible for independently performing professional duties in providing direct services to students with visual impairments. 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' academic, orientation and mobility, and social needs as determined by functional vision assessment results.
- Assesses students using formal and informal assessments for the purpose of identifying eligibility and educational needs including curricular, social, orientation and mobility, and equipment needs; monitors, evaluates, and reports on the progress of students.
- Participates on the Individualized Education Program (IEP) team to design individual educational programs for students who are found eligible for specialized vision and/or orientation and mobility services; conducts on-going reviews of the IEP / IFSP and monitor progress.
- Maintains books and materials required for visually impaired students for the purpose of accessing current curriculum including ordering, inventorying, storing, and issuing books and materials.
- Provides Braille instruction and training in other special learning media for the purpose of assisting students in accessing classroom curriculum.
- Provides large print Braille, taped, and recorded materials required by the classroom teacher for the purpose of assisting students in accessing classroom curriculum and to participate socially.
- Transcribes/enlarges classroom assignments into Braille/large print for the purpose of assisting students in accessing the curriculum.
- Confers with parents and professional staff for the purpose of addressing problems and/or concerns related to the education of the visually impaired student.
- Counsels students and their parents for the purpose of facilitating and supporting vocational planning, social adjustment, orientation and mobility needs, and agency/support service awareness.

- Serves as a resource to general and special education teachers; provides formal and informal training, guidance and assistance to educators, parents, service providers and agencies, as needed.
- Collaborates with classroom teachers in planning and directing the work of instructional assistant(s) related to students' functional vision needs.
- 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 visual impairment and orientation and mobility 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-Visual Impairment credential and/or Clinical or Rehabilitative Services-Orientation and Mobility credential.
- 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:

- Instruction, assessment, accommodations, and modifications for students with visual impairments.
- Visual impairments, including their development and progression; related educational needs; and available resources and how to obtain them.
- Braille code and various types of assistive technology for students with visual impairments.
- IEP development and implementation.
- Transition planning for visually impaired students.
- Child growth, development and behavioral characteristics.
- Availability and utilization of inter-agency and community resources.
- Principles of providing functional direction and training.
- 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:

- Instruct and assess visually impaired students.
- Design individual educational programs for visually impaired students.
- Provide Braille instruction and transcription.
- Identify and facilitate use of appropriate instructional materials and equipment.
- Develop and implement IEPs and modified lesson plans for students incorporating equitable and inclusive pedagogy.
- Develop and maintain a data collection system to track progress on IEP goals and objectives.
- Counsel, confer, and collaborate with students, parents, professionals and agencies.
- Plan, organize, and coordinate the work of assigned staff.
- Effectively provide staff leadership and work direction.
- 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.