

**TRI-COUNTY SPECIAL EDUCATION JOINT AGREEMENT
JOB DESCRIPTION**

TITLE: **Teacher of Students with Vision Disabilities**

QUALIFICATONS:

1. A bachelor's degree
2. Certification for teachers of students with vision disabilities.
3. The ability to travel between sites

REPORTS TO: Director of Special Education, TAS or Building Principal

JOB GOALS:

The itinerant teacher for students with visual impairments travels to the students' assigned schools to provide direct and/or consultative special education services relating to vision loss. These services enable the students to learn in a variety of settings. The students range in age from 3 through 21 and may have only a visual impairment or additional disabilities. The cognitive levels of the students range from severely impaired to gifted

TERMS OF EMPLOYMENT:

The Teacher will normally work for 180 days per fiscal year. The work day will be 6 ¾ hours.

PERFORMANCE RESPONSIBILITIES:

Assessment and Evaluation

1. Perform functional vision and learning media assessments on new referrals and three-year re-evaluations
2. Interpret eye medical reports as they relate to educational environments
3. Contribute to the development of the IEP with goals and needed modifications.
4. Recommend appropriate specialized evaluations as needed, such as low vision, orientation and mobility, PT, OT etc.
5. Consult with diagnosticians, classroom teachers, students, and parents concerning appropriate evaluations, modification, and test administration
6. Obtain modified standardized testing materials and administer or assist in the administration of the test as needed
7. Work as liaison with other agencies in the vocational assessment process
8. Administer various other tests as appropriate (ie., Oregon Project, Assistive Technology)

Appropriate Learning Environment

1. Assist in determining and procuring classroom equipment and materials necessary for the student with visual impairments to learn (braille, low vision devices, assistive technology, computer) including ensuring necessary room modifications and lighting changes
2. Provide the classroom teacher with information regarding the specialized strategies needed to teach a VI student
3. Consult with other instructional staff to provide information to incorporate the expanded core curriculum into the entire instructional setting
4. Provide modified materials to the classroom teacher
5. Provide braille, recorded, electronic, enlarged materials, and tactual symbols as appropriate for each child.

Direct Instruction in the Unique Curriculum

1. Monitoring the students' progress in academic subjects and provide instruction in compensatory skills as needed in the areas the students may have difficulty with as a result of the visual impairment .
2. Braille reading and writing
3. Low vision devices
4. Abacus
5. Typing/keyboarding
6. Adaptive devices (e.g., computers, note takers, tape recorders)
7. Listening skills
8. Visual efficiency
9. Concept development (especially for early childhood students)
10. Daily living/self-help skills
11. Career readiness
12. Leisure and recreation skills
13. Social skills
14. Organizational and study skills
15. Self-advocacy.

Support Services

1. Provide assistance to students with visual impairments in understanding their attitudes and those of others concerning their visual impairment
2. Facilitate social integration and interaction with peers
3. Provide training and support to parents of students with visual impairments to enhance their children's independence
4. Provide the teachers, staff, and family of students with visual impairment with information regarding their individual needs, methodology, and strategies
5. Participate with other school personnel and agencies to secure job-related experiences for students
6. Participate in transition planning.

Administrative/Record Keeping Duties

1. Provide updated pupil information (VI registration, , textbook projections)
2. Submit requests for instructional materials, conferences, field trips, and personnel needs
3. Inform various special education and school personnel of progress and needs of the students with visual impairment on a regular basis
4. Identify and set up a work and storage space at each school to be used by the VI teacher to instruct students as necessary
5. Provide input into students' schedules, planning for all special services, such as direct instruction and orientation and mobility
6. Maintain adequate record of all assessments, IEPs, progress reports.
7. Provide 9-week progress reports as indicated by school policy on students with visual impairment in regular education classes and follow up with teacher and/or parent conferences as appropriate
8. Register students with visual impairments with appropriate agencies such as Recordings for the Blind and Dyslexic, and the Talking Books Library, and assist with referral to the Illinois Bureau for the Blind Services
9. Distribute information to parents concerning workshops, conferences, and equipment acquisition
10. Communicate with low-vision specialists, ophthalmologists, and optometrists concerning exams, and attend exams when appropriate
11. Train and supervise Brailist and Paraprofessionals working with students with vision disabilities; supervise material preparation and acquisition.

Liaison Between Community and School

- A. Provide information about district and/or regional vision programs to the schools and community.
- B. Provide information concerning recreational and summer programs to parents and students and assist with application forms and procedures..

Professional Standards

Acquire information about current research, development, and technology by attending conferences, workshops, and regional meetings and by reading journals in the field of visual impairment.

OTHER RESPONSIBILITIES:

1. Integration of Technology into Instruction
 - a. Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
 - b. Teachers plan and design effective learning environments and experiences supported by available software and technology.

- c. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning in the curriculum of one's subject area(s) and/or grade level(s).
- d. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- e. Teachers use technology to enhance their productivity and professional practices including word processing, database, spreadsheet, telecommunications and print/graphic utilities, class attendance (Lighthouse), Individual Education Plan (IEP) programs.