



Teacher - Visually Impaired

Purpose Statement

The job of Teacher - Visually Impaired is done for the purpose/s of providing and supporting instruction for students who are blind/visually impaired through research-based strategies and IEP goals and objectives; collaborating with appropriate stakeholders; providing FAPE; acting as an integral member of the IEP team; managing equipment and resources; and advocating for high quality instruction and activities for visually impaired students.

This job reports to Director of Special Education

Essential Functions

- Adapts classroom work for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Administers appropriate assessments with approved accommodations or modifications (e.g. Formative and Summative testing, End of Year assessments, etc.) for the purpose of collecting and monitoring accurate achievement data.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration and participating in the IEP process.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Completes regular inventories of equipment designed for visually impaired students, assesses needs, coordinates ordering and delivery, and maintains equipment for the purpose of ensuring availability and access for students and staff.
- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Evaluates needs of visually impaired students for the purpose of writing appropriate IEP goals.
- Instructs students with lesson plans developed from the Utah Core Curriculum or Expanded Curriculum with appropriate technologies, pedagogy, and instructional strategies for the purpose of providing appropriate instruction for visually impaired students, improving their success in academic, interpersonal, and daily living skills.
- Manages student behavior effectively (e.g. engagement, LRBI, materials, time, space, etc.) for the purpose of providing a safe and optimal learning environment that maximizes on-task behavior.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in a variety of meetings (e.g. IEP, 504, Multi-disciplinary, PLC, inter-agency, etc.) for the purpose of conveying and/or gathering information required to perform functions and to advocate for students.

- Participates in ongoing professional development at the District and School levels for the purpose of providing effective instruction and maintaining appropriate licensure.
- Prepares a variety of written materials (e.g. service records, progress reports, goals and objectives in IEP, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Provides braille instruction as needed for the purpose of providing effective literacy and numeracy instruction to visually impaired students.
- Responds to inquires from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Writes appropriate IEP goals and objectives for the purpose of providing FAPE for students who are visually impaired.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; Braille; and behavioral management strategies.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 0% sitting, 0% walking, and 0% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere.

Experience: Job related experience is required.

Education: Bachelors degree in job-related area.

Equivalency:

Required Testing:

Certificates and Licenses

State of Utah Teaching License
Teaching Credential

Continuing Educ. / Training:

BA, BS degree in related area with increasing levels of job-related experience may substitute for MA Degree.
Continuing Education Requirements
Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade

Lane 1 Bachelor's Degree