

Teacher of the Visually Impaired Job Description

Job Title: Teacher of Students with Visual Impairments

Reports To: VP of Programs

Department: Youth Department

FLSA Status: Exempt

Location: Sunrise, FL

Prepared By/Date: Updated 06/2024

Approved By/Date:

Summary: travels to the assigned student to provide direct and/or consultative special education services relating to vision loss. Services for infants may be provided in the infants' homes or child care settings. The students range in age from birth through 14 and may have only a visual impairment or additional disabilities. The cognitive levels of the students range from severely impaired to gifted and talented.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

► Assessment and Evaluation

- A. Perform functional vision and learning media assessments on new referrals and re-evaluations
- B. Interpret eye medical reports as they relate to developmental/educational environments
- C. Contribute to the development of the Baby Plans, CFAs, and ICFAs with goals, modifications, learning styles.
- D. Recommend appropriate specialized evaluations as needed, such as low vision, orientation and mobility, psycho-social, and adaptive physical education
- E. Consult with diagnosticians, classroom teachers, students, and parents concerning appropriate evaluations, modification, and test administration
- F. Work as liaison with other agencies in the assessment process
- G. Administer various other tests as appropriate (Oregon Project, Insite, Hawaii, etc.)
- H. Participate in team assessments for students with varying disabilities
- I. Provide screening and referral procedures to appropriate personnel.
- J. Plans all transition programming (including summer camp) and creates curriculum plan.
- K. Plans family events for babies and assists with the planning of events for kids and teens.
- L. Monitors the progress of transition program compared to contracted requirements.
- M. Creates work experience opportunities for students

► Appropriate Learning Environment

- A. Assist in determining and procuring 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
- B. Provide the family or classroom teacher with information regarding the specialized strategies needed to teach a VI student
- C. Consult with other instructional staff to provide information to incorporate the expanded core curriculum.

► Direct Instruction in the Unique Curriculum

- A. Braille reading and writing
- B. Low vision devices
- C. Abacus
- D. Typing/keyboarding
- E. Adaptive devices (e.g., computers, note takers, tape recorders)
- F. Listening skills
- G. Visual efficiency
- H. Concept development (especially for infants and early childhood students)
- I. Daily living/self-help skills
- J. Career readiness
- K. Leisure and recreation skills
- L. Social skills
- M. Organizational and study skills
- N. Self-advocacy.

► Support Services

- A. Provide assistance to students with visual impairments in understanding their attitudes and those of others concerning their visual impairment
- B. Facilitate social integration and interaction with peers
- C. Provide training and support to parents of students with visual impairments to enhance their children's independence
- D. Provide the teachers, staff, and family of students with visual impairment with information regarding their individual needs, methodology, and strategies
- E. Participate in transition planning.

► Administrative/Record Keeping Duties

- A. Provide updated pupil information (VI registration, deafblind census,)
- B. Maintain adequate record of all assessments, IFSP, IEPs, papers, progress reports and signed parental release forms for things such as photographs and registration with various agencies.
- C. Maintain up to date student files at all times.
- D. Provide monthly and quarterly progress reports as indicated by policy on students with visual impairment, and parent conferences as appropriate
- E. Register students with visual impairments with appropriate agencies such as Recordings for the Blind and Dyslexic, the Florida State Library, and the Florida Department of Blind Services
- F. Prepare paperwork as appropriate and attend IEPs and IFSP meetings on students with visual impairments
- G. Distribute information to parents concerning workshops, conferences, and equipment acquisition
- H. Communicate with low-vision specialists, ophthalmologists, and optometrists concerning exams, and attend exams when appropriate
- I. Attend agency staff/team meeting

► Liaison Between Community and School

- A. Provide information about The Lighthouse of Broward 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.

► Uphold Professional Standards

- A. Maintain a reference library.
- B. Acquire information about current research, development, and technology by attending conferences, workshops, and area meetings and by reading journals in the field of visual impairment.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/Experience:

A minimum bachelor's degree from a college or university in early childhood education, elementary education, special education, occupational therapy, physical therapy, speech therapy or other related degree, preferably with specialization in visual impairments. Experience in Early Intervention is preferred.

Certificates and Licenses:

Certification for teachers of students with visual impairments.

Language Ability:

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

Math Ability:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

Reasoning Ability:

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

Computer Skills:

To perform this job successfully, an individual should have knowledge of basic Microsoft Word and Excel and email/Internet software.

Supervisory Responsibilities:

This job has no supervisory responsibilities.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate. The work environment may be the home, school, nursery or other "natural environment" of the child.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must frequently lift and/or move up to 10 pounds. Specific vision abilities including close and distance vision and ability to adjust focus are required by this job. While performing the duties of this job, the employee is regularly required to sit, use hands to finger, handle, or feel, reach with hands and arms and talk or hear. The employee is occasionally required to stand, walk, climb or balance and stoop, kneel, crouch, or crawl.

The ability to travel between sites to meet a minimum schedule of clients per day is a requirement of the job.

Competency:

To perform the job successfully, an individual should demonstrate the following competencies: Technical Skills - Strives to continuously build knowledge and skills. Customer Service - Manages difficult or emotional customer situations; Responds promptly to customer needs; Responds to requests for service and assistance. Interpersonal - Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things. Oral Communication - Listens and gets clarification; Responds well to questions. Team Work - Balances team and individual responsibilities; Gives and welcomes feedback; Supports everyone's efforts to succeed. Written Communication - Writes clearly and informatively; Able to read and interpret written information. Ethics - Treats people with respect; Works with integrity and ethically. Organizational Support - Follows policies and procedures; Completes administrative tasks correctly and on time. Adaptability - Adapts to changes in the work environment; Able to deal with frequent change, delays, or unexpected events. Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time. Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan. Initiative - Asks for and offers help when needed. Planning/Organizing - Prioritizes and plans work activities; Uses time efficiently. Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.