Job Description
Sedgwick County Educational Services Interlocal Cooperative #618

Teacher of Students with Visual Impairments

Purpose Statement
The job of Teacher of Students with Visual Impairments is done for the purpose(s) of providing support to the instructional process with specific responsibility for developing strategies and tools that help visually impaired students succeed in academics, interpersonal skills, and activities of daily living; supervising students within the classroom and other assigned areas; developing lesson plans and delivering group and individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

This job reports to Assistant Director and/or Principal.

Essential Functions
• Administers a variety of evaluative tools (e.g. developmental testing programs, subject specific assessments, etc.) for the purpose of assessing student competency levels and developing individual learning plans.
• Assesses student progress towards objectives, expectations, and goals for the purpose of providing feedback to students, parents, and administration.
• Collaborates with instructional staff, other school personnel, parents, and a variety of community resources (e.g. paraeducators, Orientation and Mobility Specialist, Assistive Technology Team, opthamologists, etc.) for the purpose of improving the overall quality of student outcomes and achieving established classroom objectives in support of the student IEPs.
• Coordinates care for visually impaired students (e.g. vision evaluations, IEP meetings, etc.) for the purpose of addressing the needs of individual students and ensuring compliance with legal requirements.
• Counsels students for the purpose of improving performance, health status, problem solving techniques, and a variety of personal issues.
• Differentiates curriculum for the purpose of providing students with instructional materials that address individualized learning plans.
• Informs parents and legal guardians of student progress for the purpose of communicating expectations, students' achievements, developing methods for improvement, and reinforcing individual planning goals.
• Instructs students in expanded core curriculum (e.g. braille, low vision devices, assistive technologies, etc.) for the purpose of improving their success in academic and daily living skills.
• Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, etc.) for the purpose of providing a safe and positive learning environment.
• Orders material and devices (e.g. braille readers, braille books, large print materials, audio devices, electronic format materials, etc.) for the purpose of providing students with accessible formats and ensuring items availability.
• Participates in a variety of meetings (e.g. IEPs, general education interventions, etc.) for the purpose of conveying and gathering information required to perform functions.
• Prepares a variety of written materials (e.g. IEPs, paraeducator evaluations, learning materials, progress reports, etc.) for the purpose of communicating information to other parties.
• Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, bullying, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment, and adhering to the education code of ethics and school policies as a mandated reporter.
• Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, related service providers, etc.) for the purpose of resolving issues, providing information, and direction.
• Supervises paraeducators (e.g. training, evaluating, supporting, etc.) for the purpose of ensuring standards are achieved and performance is maximized.
• Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and individual student plans.

• Travels to multiple work sites for the purpose of providing adaptive curriculum to students.

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 pertinent software applications; preparing and maintaining accurate records; analyzing situations and taking appropriate action; and being flexible.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations, and laws; age appropriate activities; lesson plan requirements; stages of child development; basic disabilities; behavioral management strategies; current and emerging technology; and expanded core curriculum.

ABILITY is required to schedule 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 wide diversity of individuals; work with a variety of data; and utilize a variety of 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 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; communicating with diverse groups; maintaining confidentiality; exhibiting tact and patience; organizing tasks; setting priorities; and utilizing a variety of job-related equipment.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; operating within a defined budget. 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 and carrying up to twenty (20) pounds, some pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 35% walking, and 15% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness. The job is performed under conditions with some exposure to risk of injury and/or illness.

Experience: Related experience within a specialized field is required.

Education: Bachelors or Masters degree.

Equivalency:

Required Testing

Certificates and Licenses

KSDE Approved Licensure

Driver’s License and Evidence of Insurability

Continuing Educ. / Training

Clearances

Maintains Certificates and/or Licenses

FLSA Status

Exempt

Approval Date

Salary Grade

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