

Teacher of the Deaf and Hard of Hearing

Job Description



Job Title:	Itinerant Teacher of the Deaf and Hard of Hearing	FLSA:	Exempt
Reports to:	Principal	Pay Grade:	Teacher Scale
Dept./School:	Assigned Campus	Calendar Days:	187
Contract:	Probationary/Term	Revised:	9.19.2022

Primary Purpose

The DHH teacher provides students who are deaf and hard of hearing with appropriate learning experiences designed for them to fulfill their potential for intellectual, emotional, physical, and social growth. Develop and/or modify curriculum, prepare lessons and other instructional materials according to the students' individual needs. DHH teachers work in self-contained, team, departmental, or itinerant capacity as assigned.

Qualifications

Education/Certification:

- Bachelor's degree from an accredited college or university
- Valid Texas Teaching certification with required special education endorsements for assignments or out-of-state equivalent certification and the ability to obtain Texas Certification required

Special Knowledge/Skills:

- Knowledge of deafness and how it impacts literacy and education
- Ability to use sign language, knowledge of deaf culture and proficiency in total communication
- Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Program (IEP) goal setting process and implementation
- Knowledge of how to adapt curriculum and instruction for students with special needs
- Knowledge of Hearing Assistive Technology
- Ability to read and interpret testing results
- Ability to read and administer communication assessments
- Knowledge of sign systems such as ASL and SEE
- General knowledge of curriculum and instruction

Experience:

- One year of student teaching or approved internship

Major Responsibilities and Duties

Instructional Strategies

1. Collaborate with students, parents, and other members of the staff to provide quality specialized instruction to students whom are deaf or hard of hearing, supporting education in the least restrictive environment

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2. Set high standards for student's behavior, engagement, and achievement that are ambitious and measurable
3. Work collaboratively with the special education administration, campus administration team and district curriculum program managers to develop goals and objectives for the purpose of enhancing the campus instructional programs
4. Model and support DHH paraprofessionals with the implementation of the Aldine Instructional Model into daily classroom instructional practice including: orientation, planning, guided practice, collaborative practice, independent practice and reflection and evaluation
5. Support DHH staff members in the implementation of high yield, evidence-based instructional strategies including: cooperative learning, setting objectives and providing feedback, cues, questions, and advanced organizers and incorporate new strategies each year as outlined by Aldine's Instructional Framework

Student Growth and Development

6. Conduct ongoing assessment of student achievement through formal and informal testing, adjusting instructional methods as necessary to have a positive impact on student achievement
7. Employ effective presentation of instructional lessons to impact student learning according to the guidelines established by the IEP by employing a variety of instructional techniques and media, that include technology, the selection of books, and equipment
8. Consult district and outside resource organizations regarding education, social, medical, and personal needs of the students
9. Be a positive role model for students; be professional in appearance, in manner, and in attitude
10. Employ a variety of instructional techniques and media consistent with the needs and capabilities of each student assigned utilizing technology when appropriate

Classroom Management and Organization

11. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students
12. Manage student behavior and administer discipline including intervention in crisis situations according to IEP when needed
13. Consult with classroom teachers regarding management of student behavior according to IEP
14. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities
15. Plan and assign the work for teacher aide(s) and volunteer(s) and oversee completion.

Communication

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16. Build strong relationships with teachers, administrators, and other specialists
17. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers
18. Participate in IEP meetings on a regular basis to develop individualized education plans for students who are deaf and hard of hearing.
19. Demonstrate consistent loyalty to district, school, colleagues, and profession, and be highly positive and supportive in staff relationships

Professional Growth and Development

20. Participate in staff development activities to improve job-related skills
21. Attend all required campus, district, and RDSPD meetings and trainings
22. Actively pursue a long-range program of professional growth, continually seeking self-improvement

Other

23. Comply with policies established by federal and state law, State Board of Education rule, and local board policy
24. Comply with all RDPSD, district, and campus routines and regulations
25. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
26. Perform other duties as assigned by the special education program manager, building principal, and the Superintendent of Schools

Supervisory Responsibilities

Supervise assigned instructional assistants and assist in the supervision of assigned student teachers/interns and/or volunteers

Evaluation

The Teacher of Deaf and Hard of Hearing's evaluation is a responsibility resting with the campus administrators. An evaluation shall be completed in writing at least once during the course of each school year.

Work Environment

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Frequent sitting and standing; occasional bending/stooping, pushing, pulling, and twisting

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Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.