



Position: Special Education Teacher

Assignment: Teacher of the Blind and Visually Impaired

Wage/Hour Status: Exempt

Reports To: Special Education Director

Pay Grade: TC100/187 days

Dept/School: Special Education

Date Revised: Spring 2024

Primary Purpose:

The itinerant teacher travels to the students' assigned schools or home to provide direct and consultative special education services relating to vision loss. Provide supplementary services that are disability specific for children from birth to 22 years of age, who may have a visual impairment and/or additional disabilities in accordance with the student's IEP. The VI teacher supplements, reinforces, and modifies materials, when necessary, but does not replace classroom teaching.

Qualifications:

Minimum Education/Certification:

- Bachelor's degree from an accredited university
- Valid Texas teaching certificate with required special education and visual impairment certification

Special Knowledge/Skills/Experience:

- Knowledge of special needs of visually impaired/blind students
- Knowledge of Admission, Review and Dismissal (ARD) Committee process,
- Individualized Education Program (IEP)/Individual Family Service Plan (IFSP) goal setting process and implementation
- Knowledge of curriculum, instruction, and classroom settings
- Knowledge of areas unique to visual impairments: Braille, assistive technology, assessment tools and eye conditions.
- Organizational, communication, and interpersonal skills required to achieve the goals of the position
- Ability to assess the environmental modifications needed in schools to accommodate visually impaired students
- Demonstrated knowledge of Braille
- Ability to interpret specific eye conditions and the results of functional vision assessments
- Must be able to drive and have personal transportation
- Demonstrate flexibility to cope with the challenges of a rapidly changing world
- Demonstrate willingness to remain current with the latest developments in the profession
- At least one year of student teaching or approved internship in special education

Major Responsibilities and Duties:

- Attend all ARD, IFSP, ITP, REED meetings and staffings for VI students.
- Participate in trans-disciplinary teams/programming teams for all VI students.
- Participate in planning of trans-disciplinary IEPs and/or develop specific VI goals.
- Provide direct/consult services in areas of unique educational needs as specified on the IEP.
- Provide necessary information about the benefits of Braille and the Texas School for the Blind and Visually Impaired.

- Provide special equipment which may include: brailers, abacus, electronic note takers, tactile graphics, computer software, etc.
- Order large print books and standardized tests.
- Provide instruction in the use and maintenance of special equipment.
- Communication with outside agencies (i.e.: ECI, Texas Workforce Commission, etc.)
- Document and implement service plans
- Data collection for all implemented IEP goals and objectives
- Plan, prepare, and deliver effective academic instruction that is explicit, engaging, differentiated, and aligned for diverse student needs, including appropriate student accommodations, and blended learning experiences.
- Plan, prepare and deliver clear, organized lessons, activities, interventions, and extensions, that are aligned to objectives and success criteria, as well as state standards. Demonstrate high academic expectations for all students.
- Use formal and informal assessment methods to measure student understanding and progress. Analyze student data to inform and adjust instruction. Provide ongoing feedback to students.
- Establish systems and structures that create a safe, accessible, and inclusive classroom environment. Create a sense of shared responsibility and equitable behavior expectations.
- Create a classroom climate and culture where students feel safe, free to take risks, accepted and included. Offer diverse learning opportunities that encourage student contributions and collaboration, and a growth mindset.
- Assess unique educational needs of students with visual impairments, including eye reports, functional vision evaluation, learning media assessment and assistive technology.
- Participate fully with the assessment staff in the student's comprehensive assessments.
- Access support resources (ESC, TSBVI outreach, State Library, HHSC, TWC)
- Be a positive role model for students.
- Cooperate with other teachers in planning and implementing the unique instructional program for students who are blind and/or visually impaired.
- Have knowledge of available resources at the local, regional, state, and national levels.
- Provide consultative services as appropriate.
- Maintain adequate records of all assessments, IEPs, IFSPs, ITPs, ARD papers, data collection, progress reports and signed parental release forms.
- Have in-depth knowledge of the unique educational needs of students with visual impairments.
- Provide in-service and other training activities to all appropriate individuals and groups.
- Schedule regular school instructional/consultative visits and travel between schools to provide services to assigned students.
- Maintain on-going contact with parents to assist them in the development of a realistic understanding of their child's abilities, progress, and future goals.
- Promote positive relations through effective communication and involvement with family, appropriate agencies, and community members to meet individual student needs.
- Coordinate, cooperate and communicate with other personnel, such as transcribers, readers, counselors, O&M specialists, career/vocational education staff, rehabilitation counselors, optometrists/ophthalmologists, and low vision specialists.
- Complete annual local, state, and federal regulations and inventories
- Expand current skills through continued professional development activities.
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Other functions relating to visual impairments.

Mental Demands/Physical Demands/Environmental Factors:

- LISD issued computer and iPad; standard instructional equipment- embosser, Perkins Brailier, EMD (CCTV), etc.

- Computers, magnification programs, tape records, abacus, slate, and stylus, talking calculators, CCTVs, Braille writers, magnifiers, large print/Braille books, switches, APH materials, developmental toys, slant boards, lighting equipment, optical devices, assessment kits, etc.
- Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting
- Frequent walking of campuses, may need to climb stairs
- Regular light lifting and carrying (less than 15 pounds); may lift and move textbooks and classroom equipment
- Work inside, may work outside, regular exposure to noise
- Maintain emotional control under stress; work prolonged or irregular hours; work with frequent interruptions

OTHER: All employees are to follow district safety protocols and emergency procedures.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

Signature

Date

Print Name