



Teacher of Visually Impaired & Orientation & Mobility Specialist Exceptional Learners' Collaborative - Job Description

Job Title: Teacher of Visually Impaired & Orientation & Mobility Specialist

Reports to: Superintendent or Designee

Essential Duties and Responsibilities: (Other duties and responsibilities may be assigned)

- To serve students ages 3 through 22 who have been identified with vision loss.
- To provide individual, direct, and consultative services in the Least Restrictive Environment (LRE) as defined by the student's Individual Educational Plan (IEP).
- To implement follow-up procedures, and help identify those who may qualify for and are in need of vision service intervention to ensure his or her academic success.

Supervises: NA

Job Requirements: Minimum Qualifications:

- Valid Professional Educators License endorsed for a Teacher of Students Who Are Visually Impaired.
- Licensure in Orientation and Mobility preferred.
- Ability to travel within the member and nonmember districts of the ELC.
- Experience with special education students preferred.

Essential Job Functions:

- Provide specialized instruction and services required to meet the unique educational needs of students with visual impairments.
- Assists the student, parents, special and general education personnel, and the student's sighted peers in understanding the unique educational needs and learning characteristics of visually impaired students.
- Provide information about services and support available from local programs for visually impaired students.
- Acquire information regarding local, state and national resources for the education of visually impaired students.
- Interpret specific eye conditions and the educational implication of the visual impairment and the results of functional vision and learning media assessments.
- Consult regularly with the classroom teacher, other regular and special education personnel, parents, and others to coordinate programs and services for the visually impaired student.
- Attends in-services/trainings as appropriate for the purpose of remaining current with present trends in instructional materials and practices that can be implemented to enhance daily instruction for students who are visually impaired.
- Maintains student records for the purpose of compliance of state and federal laws pertaining to students with a disability requiring special education services.
- Provides appropriate individualized assessments of problems resulting from low vision and/or vision loss for the purpose of making recommendations for program placement and services.

- Coordinate large-type of Braille texts, supplementary materials, educational aids and equipment needed by the visually impaired student and the classroom teacher, are provided in a timely manner to ensure the student's maximum participation.
- Provide instruction in the development and maintenance of skills as indicated in the IEP; low vision and visual efficiency skills, concept development and academic skills, daily living skills, communication skills, social/emotional skills and abilities and sensory motor skills.
- Support students' development of personal and social skills by fostering students' self-advocacy skills.
- Implement technology to enhance and provide access to students' instructional program, communicate, collect and analyze data, and compile reports for the purpose of reporting information and communicating in a timely manner.
- Collaborate with Individual Education Plan (IEP) team members in developing student IEPs, including goals, and supplementary aids and services.
- Compile and analyze data on students' progress and use response to intervention to adjust interventions or strategies as indicated.
- Prepares and submits reports for IEP meetings in a timely manner.
- Maintain appropriate student behavior control and establish a productive classroom or learning environment.
- Attends various school and program related meetings.
- Maintains ongoing appropriate and timely written and oral communication with parents, school district personnel, the ELC staff, and community service agencies.
- Knowledge and research post secondary opportunities with students.
- Maintains a high level of ethical behavior, confidentiality and student focus.
- Demonstrates problem solving skills, flexibility, organizational skills, patience, creativity, and receptivity to change.
- Assume other duties and special projects as assigned.

Physical Requirements:

While performing job, employee is required to: (F = Frequently, O = Occasionally, S = Seldom)

Climb Ladders	S	Kneel	F	Lift/Carry >50 lbs	S	Push/Pull >50 lbs	S	Talk	F
Climb Stairs	F	Lift/Carry under 10 lbs	F	Push/Pull under 10 lbs	F	See	F	Twist	O
Crawl	F	Lift/Carry 10-25 lbs	F	Push/Pull 10-25 lbs	F	Squat	O	Walk	F
Hear	F	Lift/Carry 25-50 lbs	O	Push/Pull 25-50 lbs	S	Stoop/Bend	F		

Calendar/Work Schedule:

- 12-month Administrative Calendar
 10.5-month Faculty Calendar
 12-month Support/N-Staff Calendar
 Other:

Compensation:

- Regionally-Competitive (not paid per a collectively-bargained contractual agreement)

Classification:

- Administrative
 Supervisory N-Staff
 N-Staff

FLSA Status:

- Non-Exempt from overtime under the Fair Labor Standards Act
 Exempt from overtime under the Fair Labor Standards Act