

DEFINITION

Performs under the supervision of the Special Education Local Plan Area (SELPA) Director. Has primary responsibility for specialized instruction and services required to meet the unique educational needs of the visual impairment aged (0-22) in a variety of educational settings.

ESSENTIAL FUNCTIONS: may include, but are not limited to the following:

- Acts as case manager for unduplicated students on his/her case load;
- Prepares IEP forms utilizing web based IEP system within prescribed time period;
- Performs as member of IEP teams;
- Performs as member of transdisciplinary assessment team when appropriate;
- Has ability to access several school sites and to accommodate flexible scheduling demands;
- Plans and maintains updated work schedule;
- Conducts Functional Vision Assessments, Learning Media Assessments and other appropriate assessments, prepares assessment reports, and interprets the results and the educational implications of a student's visual impairment to special education staff, general education staff, and the family;
- Works closely with other members of the general and special education program staff to develop and maintain curriculum and standards and to coordinate programs and services for the students with a visual impairment;
- Participates in transition plans for students moving to other environments/programs;
- Makes or recommends environmental modifications to facilitate access to educational experiences and the Core and Expanded Core Curriculum for individuals with visual impairments;
- Requisitions materials and supplies in timely manner;
- Responsible for selecting and obtaining large-type, recorded, digital, or Braille textbooks, supplementary materials, educational and low vision aids, equipment and technology needed by the visually impaired student and the classroom teacher to ensure the student 's maximum participation in all classroom activities;
- Knowledge of various funding sources for obtaining specialized materials and services;
- Instructs students and significant adults in the use of technology and technological aids appropriate to the student's disability;
- Maintains knowledge of current technology available to visually impaired individuals;
- Transcribes lessons, worksheets, books into Braille or large print for blind and/or low vision students;
- Prepares tactile diagrams/pictures/maps as necessary;
- Communicates and collaborates with administrators, staffs and parents regarding student progress and needs;
- Maintains confidential files and each student's confidentially;
- Maintains current knowledge of subject area and current instructional methodologies and techniques associated with the visually impaired child;
- Participates in professional growth activities such as conferences, classes, staff meetings and visitations;

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- Assists the student, parents, special and general education personnel and peers in understanding the unique educational needs and learning characteristics of visually impaired students and in becoming aware of services and support available from local, regional, and statewide programs for visually impaired individuals;
- Provides direct instruction to the student with a visual impairment. This instruction is designed to meet the student's educational needs in the following areas of the Expanded Core Curriculum as indicated in the IEP, IFSP, or the ITP:
 - Low vision and visual efficiency skills in coordination with the eye specialist;
 - Compensatory and functional academic skills/concept development in coordination with the classroom teacher and staff;
 - Sensory efficiency/motor skills in coordination with the Physical or Adapted Physical Education instructor, Occupational and/or Physical Therapist and the Orientation and Mobility specialist;
 - Communication skills in coordination with the general education teacher, Language, Speech and Hearing Specialist, Assistive Technology specialist; These skills may include reading and writing in Braille and the use of appropriate assistive technology;
 - Career/vocational education skills in coordination with career/vocational education staff and Rehabilitation Counselors;
 - Social/emotional skills and abilities in coordination with the counselors, Psychologist, and classroom teachers;
 - Independent living skills in coordination with the Orientation and Mobility specialist, classroom teacher, staff and parent;
 - Recreation/leisure skills in coordination with the Orientation and Mobility specialist, classroom teacher, staff and family;
 - Self determination skills in coordination Orientation and Mobility specialist, classroom teacher and staff, Rehabilitation counselor, counselor and family;
- Maintain positive working relationships and communication with ACOE and ACUSD staff;
- Implements the vision, mission, policies, administrative regulations and practices of the County Superintendent of Schools and the County Board of Education.

MINIMUM QUALIFICATIONS-EDUCATIONS AND/OR TRAINING

Bachelor's Degree from an accredited college or university with an emphasis in appropriate field.

MINIMUM EXPERIENCE

Professional training and paid or volunteer experience working with individuals with disabilities.

CREDENTIALS

Possession of an appropriate California Teaching Credential authorizing specialized service to students with visual impairment.

WORK ENVIRONMENT

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Employees in this position will be required to work indoors and outdoors in a school environment. May be required to make home visits and will be in direct contact with students, district staff and the public.

SALARY PLACEMENT

Special Educators of Amador County Certificated Salary Schedule – dependent upon units beyond a BA and years of experience.