



Leadership • Collaboration • Support

JOB TITLE: Itinerant Teacher for Students who are Deaf and Hard of Hearing

Teachers Salary Schedule

PRIMARY FUNCTION

Provides consultation, training, and assessment for students who are deaf and hard of hearing to facilitate their inclusion into appropriate educational settings. Provides technical assistance to teachers and DIS personnel in program and curriculum development for students with hearing impairments. Assists in providing training, instruction, and coordination of individualized programs for students enrolled in special education. Provides technical assistance to the administrators responsible for the implementation of deaf and hard of hearing programs within the SELPA.

DIRECTLY RESPONSIBLE TO

Director, Special Education or designee

MINIMUM QUALIFICATIONS

- Holds valid credential as teacher of the deaf and hard of hearing.
- Three years of experience teaching students with hearing impairments preferred.

DESIRED ATTRIBUTES

- Ability to communicate proficiently with individuals who are deaf and hard of hearing.
- Knowledge of the impact of hearing loss on educational, sociocultural, and linguistic development.
- Ability to use/monitor use of sign language interpreters.
- Knowledge of adaptations of physical environments to meet auditory/visual needs.
- Knowledge of use and maintenance of amplification, assistive listening, and augmentative communication devices for the deaf.
- Knowledge of techniques for facilitating the development of speech and spoken language including, but not limited to, speechreading and auditory training.

- Ability to provide consultation and support to parents, caregivers, and school personnel.
- Ability to work effectively as a member of an interdisciplinary team.

EXAMPLES OF DUTIES

- Provides collaborative consultation to regular classroom and special education staff regarding specific information related to hearing impairments such as: nature of the disabling condition, learning patterns, equipment, preparation of lessons, emergency measures, etc.
- Provides limited direct instruction to pupils in the regular classroom, resource specialist program, or special day class. Instruction may be direct specialized instruction or some degree of support. Direct instruction may be on strategies that the pupil can use to participate more fully in the kinds of academic activities that are taking place. The direct instruction should occur in the classroom and should focus on what the class is doing at the time of instruction.
- Coordinates obtaining specialized services, materials, equipment, or visual aide resources to deaf and hard of hearing students' classrooms.
- Demonstrates the use of equipment, accommodations, or specialized methods necessary for the student to participate in classroom activities.
- Evaluates and recommends appropriate environmental conditions, such as lighting and acoustics, to meet the unique needs of deaf and hard of hearing students.
- Provides consultation and/or coordinates with teachers on integration of students into appropriate educational environments and/or mainstreaming activities.
- Provides transition planning when students move from one level of programs to another or changes in placement are necessary. Transition includes collaborating on movement from school program to adult services.
- Participates in IEP meetings.
- Provides technical assistance through group in-service/training and direct individual assistance related to specific instructional approaches. Familiarizes teachers with new techniques.
- Implements a systematic process that supports teachers in designing and meeting specific goals and objectives for students with hearing impairments.
- Assists teachers in assessing the student's present level of performance in all areas of development.
- Provides education and assistance to parents as needed to support IEP objectives.

- Provides liaison between home, school, district programs, and community upon request of special education director regarding individual students.
- Develops supplementary curriculum materials, supplementary resources, and instructional procedures using a variety of methods/techniques for students with hearing impairments.
- Provides intense one-to-one consultation to teachers who are having difficulties meeting individual student goals.
- Trains and supports sign language interpreters.
- Performs other duties within the scope of assignment.

PHYSICAL ACTIVITY REQUIREMENTS

Work Position (Percentage of Time):

Standing (70%)

Walking (20%)

Sitting (10%)

Body Movement (Frequency):

None (0)

Limited (1)

Occasional (2)

Frequent (3)

Very Frequent (4)

Lifting – lbs. (0-40)

Lifting (4)

Bending (4)

Pushing and/or
Pulling Loads (4)

Reaching
Overhead (3)

Kneeling or
Squatting (3)

Climbing Stairs (2)

Climbing Ladders (0)