



Leadership • Collaboration • Support

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

**Teachers Salary Schedule**

---

**PRIMARY FUNCTION**

Provides for the instruction of students with disabilities. Develops, implements, and coordinates individualized education programs for students enrolled in Special Education programs who are deaf and hard of hearing.

**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.
- Fluency in Total Communication (signed English) and ASL 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 and hard of hearing.
- 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.

## **ESSENTIAL DUTIES**

- Obtains specialized services, materials, equipment, or visual aide resources for students who are deaf and hard of hearing.
- Demonstrates the use of equipment, accommodations, or specialized methods necessary for the student to participate in classroom activities.
- Evaluates and provides 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 regarding integration of students into appropriate educational environments and/or mainstreaming activities.
- Provides transition planning when students move from one level of program to another, or when changes in placement are necessary. Transition includes collaborating on movement from school program to adult services.
- Participates in IEP meetings to determine appropriate instructional programs for students.
- Evaluates daily performances of each student and adjusts future instruction accordingly. Evaluates total program of each student through the use of tests/observations.
- Assesses the student's present level of performance in all areas of development.
- Develops supplementary curriculum materials, supplementary resources, and instructional procedures using a variety of methods/techniques for students with hearing impairments.
- Confers with parents at school, by phone, in writing, and in making home visits.
- Prepares written reports to other professional persons and to parents. Maintains necessary up-to-date information relating to rosters, reports, etc.
- Trains and supports sign language interpreters.

## **MARGINAL DUTIES**

- 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 (2)		Bending (4)
Pushing and/or Pulling Loads (2)		Reaching Overhead (3)		Kneeling or Squatting (3)
Climbing Stairs (2)		Climbing Ladders (0)		