Job Description
Burkburnett ISD

Job Title: Vision Teacher

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Exemption Status/Test: Exempt/Professional
Reports to: Director of Special Education
Date Revised: February 2024
Dept. /School: Special Education/Assigned Campus

Primary Purpose:

Plan and provide direct and/or consultative services to students with visual impairments in their home, school, and community. Conduct student assessments and plan intervention strategies to address individual needs to ensure students' ability to derive full benefit from the educational program.

Qualifications:

Education/Certification:
Bachelor's degree in Rehabilitation Science or equivalent with emphasis in Visually Impaired Students.
Valid vision impairment specialist certification from the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)

Special Knowledge/Skills:
Knowledge of medical information and indications for orientation and mobility services
Ability to instruct students and manage behavior
Excellent organizational, communication, and interpersonal skills

Experience:
3 -5 years' experience in related services preferred.

Major Responsibilities and Duties:

Orientation and Mobility

1. Perform vision and / or orientation and mobility evaluations that focus on long and short-term needs of the student for new referrals and at intervals as contained in Individualized Education Plans (IEP). Evaluate student progress and make determination regarding services.

2. Participate in the Admission, Review, and Dismissal (ARD) Committee. Assist in interpretation of assessment data, appropriate placement, and goal setting for students according to district procedures.

3. Teach students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments.

4. Prepare sequential and meaningful instruction geared to the student's assessed needs, IEP goals and objectives, and functioning level.

5. Provide orientation of new buildings and new class schedules to students with visual impairments as needed, including a variety of community settings where students receive instruction.

6. Provide instruction in the following areas: concept development, gross motor skills, visual efficiency skills (with and without optical devices), sensory efficiency skills, cane skills including adaptive mobility devices, map skills, social skills, self-determination, independent living skills, recreational and leisure skills, outdoor/night travel skills, personal safety, support services, and residential, commercial, and public transportation. Provide additional academic support as outlined in ARD.

7. Evaluate student progress on an ongoing basis by documenting pertinent data.

Consultation

8. Contribute to appropriate portions of the IEP, such as goals, recommendations, modifications, and/or accommodations. Provide consultation and support services to parents, teachers, other district staff, and students' sighted peers.

9. Collaborate with the student's academic team to conduct the functional vision assessment as it relates to independent academic placement and travel.

10. Consult with educational staff and parents regarding vision services and orientation and mobility services; provide staff development training in assigned school to assist school personnel with selection and use of adaptive equipment and understanding of the orientation and mobility process.

11. Collaborate with external agencies, such as doctor's office, as appropriate.

Student Management

12. Create an environment conducive to learning and appropriate for the maturity level, interests, and needs of the student.

13. Establish control and administer discipline according to the Student Code of Conduct and student handbook.

Administration

14. Compile, maintain, and file all reports, records and other documents required.

15. Comply with policies established by federal and state law, State Board of Education rule, and local board policy. Comply with all district and campus routines and regulations.

16. Follow district safety protocols and emergency procedures.

17. Maintain regular attendance expectations.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Special needs mobility and orientation equipment, including tactile maps, models, optical devices, global positioning system devices, alternative mobility devices, electronic travel devices (EDTs) and long canes; standard office equipment including computer and peripherals

Posture: Frequent standing, sitting, kneeling/squatting, bending/stooping, pushing pulling, and twisting

Motion: Frequent walking, grasping/squeezing, wrist flexion/extension

Lifting: Regular light lifting and carrying (under 15 pounds), occasional heaving lifting (16 pounds or more) and positioning of students with physical disabilities; controlling behavior through physical restraint

Environment: Exposure to biological hazards, bacteria, and communicable diseases**;** may require regular districtwide travel to multiple work locations as assigned

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Received by _____ Date _____

Approved by _____ Date _____