

## MARION COUNTY JOB DESCRIPTION

Position Title: Teacher, Deaf and Hard of Hearing  
Department: Instruction  
Reports To: Principal/Director of Special Education  
Approved By: Marion County Board of Education Date: April 28, 2009

**SUMMARY:** To help develop and implement programming for Deaf and Hard of Hearing student's IEP needs to be delivered in a classroom setting

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

- Identifies targeted academic expectations in lesson/unit
  - Matches activities/learning experiences to academic expectations
  - Selects appropriate materials/media/technologies for lesson presentation
  - Includes student activities that address various student learning styles/intelligence/skills
  - Selects appropriate materials/media/technologies for lesson presentation
  - Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.
  - Includes a culminating activity (performance) that measures the identified academic expectations
  - Plans activities to make effective use of class/instructional time available
  - Incorporates performance-based assessments
  - Identifies school and community resources
  - Designs instructional units and student activities that integrate knowledge and skills from more than one discipline
  - Involves student, when appropriate, in designing student activities
  - Designs instructional activities and themes of interest to students
  - Designs or uses projects, manipulative, and simulations to provide "real life" experiences
  - Collaborates with others (students, teachers, parents) to develop, design, deliver and aligned curriculum to meet the identified needs of students, school, district, and community
  - Formulates academically-relevant and essential questions
  - Provides for learning experiences that parallel that which students are ready to learn and do
- Develops a positive learning climate and arranges physical environment to enhance learning and delivery of instruction
- Arranges environment to accommodate individual, small group, and large-group activities
  - Alters physical arrangement to match planned activities/students' needs

Maintains a safe/functional environment that minimizes barriers to learning  
Arranges instructional materials/media/equipment/technologies to maximize learning opportunities  
Maintains positive student-teacher interactions  
Displays sensitivity when dealing with students and others  
Interacts positively with students, colleagues, parents, and community members

Implements instructional units/lesson plans

Provides/communicates introduction/orientation (e.g., review, organizer, statements of fact, open-response questions, other)  
Communicates/displays specific learner expectations and desired results  
Connects student activities/lesson objectives to “real life” applications  
Includes appropriate uses of media and technologies  
Provides multiple perspectives and differing viewpoints when applicable  
Provides connections to students activities that are based upon prior learning, students’ backgrounds and experiences, and future aspirations  
Makes smooth, clear transitions between activities  
Provides time and activities for all students to apply knowledge/practice skills  
Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses  
Poses academically-relevant and essential questions during instruction  
Uses appropriate response techniques when responding to student’s answers in order to maximize learning  
Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information/practices/procedures  
Provides opportunities for individual and cooperative learning experiences  
Involves all students in learning opportunities  
Emphasizes/repeats essential ideas, concepts, procedures throughout instruction  
Brings closure to unit/activity that reinforces learning  
Encourages students to apply learning in “real-life” setting  
Reinforces student learning with specific academic praise

Demonstrates abilities techniques to improve instructional/learning by using a variety of assessment procedures

Provides students immediate and specific feedback on a consistent basis  
Provides feedback that is meaningful and timely  
Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students’ practices/activities  
Uses a variety of assessment techniques to evaluate student performances (open response items, performance events, portfolio entries, standardized tests, group participation, etc.)  
Analyzes assessment results to improve/revise instruction  
Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural)

Provides opportunities for student analysis of unit/lesson activities (reflections, assists in developing scoring guides, etc.)

Manages students' behaviors in order to maximize teaching and learning opportunities

Established/maintains behavioral expectations (class rules) of students

Monitors students' behaviors according to local school/district policies and procedures

Reinforces acceptable student behaviors with genuine, specific praise

Holds each student accountable for his/her own behaviors

Manages disruptive behavior constructively while maintaining instructional momentum

Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences

Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors

Communicates positively/effectively with students, colleagues, parents, and others

Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions

Speaks directly and clearly

Adjusts volume and tone for emphasis

Models correct grammar and pronunciations

Provides clear instructions

Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.

Displays awareness of space and presence when interacting with others

Maintains positive interactions with others

Makes effective uses of non-verbal cues, expressions, gestures, etc.

Seeks and completes professional growth opportunities/activities to improve instruction

Evaluates self to identify needs for instructional improvement

Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions

Reviews professional growth plan annually and revises plan as needs/goals change

Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.)

Shares instructional materials, information, ideas with colleagues

Strives to improve instruction on a consistent basis

Maintains appropriate confidentiality regarding students' behaviors and performances

Encourages professional growth of peers

Uses appropriate language in the presence of students

Meets local school district job expectations and requirements in job descriptions  
Follows proper channels to address issues and problems  
Meets assigned time frames as stipulated  
Serves on various school/district committees  
Follows school/district policies and procedures including employee time and attendance  
Performs other (out-of-class) duties consistent with contract/job expectations  
The teacher exercises proper care of materials and equipment

Implements specially designed instruction according to I.E.P.  
Correlates IEP objectives with lesson plans  
Uses a variety of specially designed instructional materials, e.g. taped texts, highlighted materials, computer word processors, calculators, assistive technology devices, etc.  
Modifies instruction for students according to I.E.P.  
Uses a variety of modifications in lessons prepared for the regular classroom, e.g. shortened assignments, oral tests, group projects, modified grading scale, extended time, etc.  
Prepares modified materials that are aligned with daily lesson plans  
Designs and implements behavior management plans according to I.E.P.  
Uses a variety of techniques to influence the classroom environment, e.g. preferential seating, study carrels, time-out areas, etc

Serves as a consultant/ resource to regular education teachers  
Provides appropriate information on special needs students to other school personnel, e.g. strengths/ weaknesses,  
Keeps school personnel updated on eligibility requirements for special education placement when requested  
preferred modalities, needed environmental modifications, IEP goals, health/ school history, etc.  
Consults with teachers regarding pre-referral collaboration techniques for at-risk students in the regular classroom  
Consults with regular classroom teachers about instructional and behavioral modifications for special education students  
Develops IEP objectives which correspond with present levels of student performance and allow for continuous student progress.  
Monitors objectives  
Works with other teachers to monitor IEP objectives addressed in the regular classroom using monitoring notebooks, charts, etc.  
Reports status of current IEP objectives, i.e. met, not met, continued  
Plans and prepares for Admissions and Release Committee (A.R.C.) meetings  
Consults with other teachers on student progress  
Communicates positive attributes of students as well as needs  
Completes required due process paperwork efficiently and correctly

Complies with district timelines  
Assists with meeting pre-referral and referral timelines, e.g. attends pre-referral meetings when asked, provides suggestions for classroom interventions and baseline, data, helps collect data, etc.  
Assists with evaluations  
Demonstrates knowledge of due process procedures  
Follows district Due Process Procedures and guidelines  
Participates in professional development training focusing  
Make sure student has appropriate/adequate support services.  
Monitor language development.  
Monitor auditory training and use of auditory equipment.  
Tutoring as needed.  
Observes confidentiality in the school and community

**SUPERVISORY RESPONSIBILITIES:** Supervises classroom and students.

*QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCES:** Bachelor of Arts degree.

**CERTIFICATES, LICENSES, REGISTRATIONS:** Valid Teaching Certificate for Deaf and Hard of Hearing

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**MATHEMATICAL SKILLS:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**TECHNOLOGY SKILLS:** Ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleges, parents, and the community; and conduct research/solve problems. Proficiency in technology skills must be demonstrated based on the performance criteria set out in the KDE teacher standards for technology.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS and ABILITIES:** Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.

*PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being, or work output of other people.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

*WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*