

Job Description

Position Title	Teacher of Deaf/Hard of Hearing		
Building	Varies	Department	Special Education
Hours	Salaried	Supervisor	Building Principal or Appropriate Supervisor
Band and Grade	C-43	Tools and Equipment	Classroom technology devices, i.e., iPad, Smart Board, laptop, applicable software, AV equipment, phone, and copier

Primary Function	Under the direction of the building principal or appropriate supervisor, provides individual educational instruction and programming for special education students, specifically in the area of deaf and hard of hearing. Assists the District in the development of curriculum and instruction by serving on District committees, IEP and similar staffings, and curriculum development committees to meet student needs.
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Essential Duties	
1	Develops lesson plans and decides how to present curriculum. Organizes classroom supplies and materials. Instructs to meet student needs in the classroom. Assumes responsibility for students in the classroom and maintains discipline in the classroom in accordance with District policies and procedures.
2	Evaluates student performance against learning objectives. Develops a variety of tools to evaluate performance, grades performance, corrects papers, and conducts parent teacher conferences to discuss student progress.
3	Voluntarily serves on District committees, task forces, administrative meetings or IEP and similar meetings to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision making as defined in the master contract.
4	Assists in supervising students and monitoring behavior during detention, lunch hour, bus duty or hall duty as defined in the master contract.
5	Voluntarily supervises student teachers and interns in agreement with the master agreement.
6	Responsible for collaborating with colleague staff members and the school's/district's administrative staff.
7	Responsible for attending and contributing to staff meetings.
8	Responsible for contributing to the positive resolution of building and program deficiencies/weaknesses.
9	Responsible for communicating with the building's/program's supervising administrator.
10	Responsible for maintaining high ethical standards and a cooperative attitude in

	dispensing the duties of the position.
11	Responsible for implementing school district policies and building/program procedures and guidelines.
12	Designs and implements appropriate educational and/or behavioral programs for students to meet specific needs of the students.
13	Develops and maintains necessary due process special education forms.
14	Participates and conducts portions of the evaluations and observations to determine special education eligibility of students placed in the program and conducts periodic assessments to determine educational progress of the students.
15	Schedules IEP meetings. Coordinates IEP meetings and manages communication between members of the team, especially, with parents, to uphold the integrity of the IEP.
16	Attends conferences and workshops on new research and methods in teaching students with disabilities.
17	Sends notes, makes phone calls, and gives positive description of a child's strengths during parent-teacher meetings. Communicates with parents and student's IEP goal progress.
18	Maintains due process forms in the main office that may be monitored by MDE. Completes due process paperwork for every student on caseload that has been tested and qualifies for services in the center-based setting.
19	Discusses plans for assessments at Child Study Team meetings.
20	Educates school staff regarding disabilities.
21	Consults or communicates with non-school agencies for the purpose of meeting the student's needs.
22	Serves as a consultant for general education teachers about interventions (academic and behavioral) for general education students including informal observations of classrooms and meetings with the general education teacher.
23	Aids staff with students who are non-compliant in the general education setting (including reflecting on behaviors after the incident).
24	Problem solves with teachers about students who may be evaluated for special education services or who are in need of Tier Three interventions.
25	Participates in Transition meetings and special education placement for the following school year.
26	Serves as a consultant for other teachers about completions of Behavioral Functional Assessments (BFAs) and Behavior Intervention Plans (BIPs).
27	Creates a safe environment for students through organization, cleaning, room layout that is applicable for students with emotional needs and creating classroom materials.
28	Teaches and consults on all deaf and hard of hearing kids, not only those on my caseload, but students with any hearing loss.
29	Knows and understands D/HH criteria for special education.
30	Coordinates with professionals out of district (Mayo, U of M, audiologists, Family Support Services/connections).
31	Explains audiological/medical/screening assessments and works with people who are experts in those areas.

32	Provides assessment services and instruction/strategies in all areas listed on IEP: Academics; language; auditory awareness, skills, and comprehension; speechreading; transition; compensatory skills; social/emotional; communication options (ASL, CS, PSE, CASE, A/O, A/V, etc.); analyzes the "language load" of classroom instruction and preview/review, so that the student can succeed in doing classroom work; vocabulary; compensatory skills; family education ; independent use of amplification and other assistive listening devices (ALD)s to relay services (live and video), amplifiers, voice-carry-over, pagers, wyndtels, etc.; transition – to identify potential barriers and strategies to overcome those barriers in post-secondary and work situations; coordinates the educational and social activities with other D/HH students and role models.
33	Provides checks/training, monitoring, and troubleshooting of hearing aids, cochlear implants, and FM daily checks, etc.
34	Provides family support services.
35	Coordinates and consults with support personnel (interpreters, notetakers, etc.). Supervises and educates paraprofessional support staff with regards to implementing students' IEPs.
36	Available to consult with other professionals and with families about hearing loss (temporary, fluctuating, or permanent) from birth to age 21.
37	Works with a variety of disabilities when combined with hearing loss.
38	Serves as a resource for hearing loss information, knowing who, where, and how to refer.
39	Serves as a knowledgeable advocate for students and parents.
40	Responsible for other reasonable duties as may be assigned by the supervising administrator(s).
41	Responsible for keeping his or her portion of the website updated.
42	Performs other duties of a similar level or type as defined in the master contract.

Minimum Qualifications	Degree in an accredited program in the area of deaf/hard of hearing with appropriate licensure from the Minnesota Department of Education.
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Knowledge Required	• Knowledge of and understand D/HH criteria for special education • Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs. • Knowledge of learning theory and approaches. • Knowledge of assessment procedures and techniques, test construction and evaluation methods. • Knowledge of subject material, concepts and issues related to grade/subject of instruction. • Knowledge of special education practices and procedures. • Ability to establish and maintain effective working relationships with students, parents, school staff, and administrators. • Ability to handle a variety of assignments or problems independently. • Ability to apply a variety of procedures, policies, and/or precedents. • Ability to read, summarize, and/or compare data.
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	• Ability to communicate effectively, both verbally and in writing, with students, parents, school staff, and administrators. • Ability to write clearly and concisely.
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Skills Required	• Skill in planning and developing lesson plans consistent with approved curriculum. • Skill in presenting complex materials and concepts in an understandable and level appropriate manner. • Skill in assessing and evaluating student performance and needs. • Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.
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Physical Activities/ Requirements	Reaching, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions. Sedentary work: Exerting up to 25 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
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