

**ITINERANT DEAF/HARD OF HEARING TEACHER****DEFINITION:**

Under the direction of the principal and the Director of Special Education, to provide direct instruction to students, birth-22 years, with a deaf/hard of hearing impairment using specific teaching strategies and methodologies for infants/toddlers in the Early Start program and/or California Preschool Learning Foundations and in the core curriculum aligned with K-12 Standards as defined by stated Goals and Objectives in each student's individualized Education Program (IEP).

**ESSENTIAL DUTIES AND RESPONSIBILITIES:****Early Start (birth to 3 years)**

- Provide parents of infants and toddlers with information and resources about being D/HH and about the language opportunities and communication tools available to them.
- Provide educational services in the home and in all natural environments specified in the IFSP.
- Assist and support parents in their choices about language options for their children and assist them with skills they need to be able to provide a linguistically rich home environment.
- Connect families with appropriate resources in the community.
- Conduct formal and informal assessments in the home, and/or other natural environments, to identify effective intervention techniques to enable the student to reach his/her fullest physical, emotional, psychological, educational, and behavioral potential.
- Participate as a member of the IFSP team to develop IEP goals, objectives, adaptations, accommodations, modifications and instructional plans; implement and monitor the IFSP.
- Provide progress updates and recommendations for educational placements.

**Age 3- 22**

- Conduct formal and informal assessments in a classroom or in the community, to identify effective intervention techniques to enable the student to reach his/her fullest communication and educational potential.
- Assess students in the areas of academic achievement and language and communication; when appropriate, making recommendations or writing IEP goals and objectives in these areas and providing direct, specialized instruction in specific areas of need.
- Participate as a member of the IEP team to develop IEP goals, objectives, adaptations, accommodations, modifications and instructional plans; implement and monitor the IEP.
- Collaborate with agencies providing services to participating students.
- Collaborate with classroom teachers who have D/HH students in general education classes or special education classes adapting curriculum or suggesting accommodations too make subject matter accessible to D/HH students, interpreting the abilities and disabilities of these students to the entire staff, and assisting the student core curriculum instructional needs; assist other professional staff members in resolving the unique psychological or disciplinary concerns of such students.
- Assist in obtaining specialized services, materials, or equipment for D/HH students to use in the gen ed or special ed classroom and providing specialized resources and visual aids.
- Keep attendance records and all other records pertinent to the special education program for the State reports and program accountability; prepare progress reports.
- Attend Early Start, District meetings and in-services and professional growth activities related to D/HH students and special education; share in the sponsorship of student activities and participate in faculty committees such as Student Study Team (SST) when requested by the principal.
- Provide in-service training to staff regarding communication and educational needs of D/HH students and ways of including D/HH students in all environments.
- Provide instruction to D/HH students regarding their hearing loss, Deaf culture (if applicable), assistive devices, and various communication methods used by D/HH individuals.

- Provide for monitoring of individual hearing aids, cochlear implants, and assistive listening devices.
- Recommend and oversee the use and maintenance of equipment in consultation with the District audiologist for referred D/HH cases; make minor repair and determine when equipment needs to be sent for repair; arrange for annual gathering of appropriate equipment for repair/calibration; maintain required inventory records.
- Develop personal and professional performance goals in accord with District and State guidelines.
- Perform other related duties as assigned.

## **QUALIFICATIONS:**

### **Knowledge of:**

Basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals who are D/HH; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; classroom procedures and appropriate student conduct; equipment operation related to D/HH students; principles of training and providing work direction; educational trends and research findings pertaining to individuals with D/HH; applicable sections of the State Education Code and other applicable laws; basic computer skills; and student and parent rights with respect to special education programs.

### **Ability to:**

Use appropriate principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aides, services, and technology for individuals with D/HH; manage learning environments that are safe and effective and that facilitate positive self-esteem and self-advocacy; collaborate and communicate effectively both orally and in writing; work in partnership to design, implement, and evaluate integrated services; establish and maintain cooperative working relationships develop and maintain an effective schedule in cooperation with all staff; perform specialized physical health care procedures to assist high-risk students; train and provide work direction to others; and maintain records and prepare reports.

### **Experience:**

Student teaching, internship, or full time teaching experience desirable

### **Education:**

Bachelor's degree from an accredited college or university.

### **Physical Performance Requirements:**

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

### **Licenses/Credentials:**

- Valid Early Childhood Education Credential and valid California Education Specialist Credential for Mild/Moderate or Moderate/Severe with an authorization for D/HH students or other appropriate Credential authorizing teaching of D/HH students.
- English Learner authorization.
- LSLS Certified Auditory-Verbal Therapist (LSLS Cert. AVT) or the LSLS Certified Auditory-Verbal Educator (LSLS Cert. AVEEd) desirable.
- Possession of a valid California Driver's License, if required.