



on duty. In addition, the employee shall be free of any substance, prescribed or otherwise, that impairs the employee's work performance or the safety of others while on duty.

**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 usually moderate.

**REPORTS TO** Executive Director of Exceptional Student Education (ESE)

### GENERAL RESPONSIBILITIES

1. Demonstrates understanding of the educational implications of the deaf and hard of hearing, accepting multiple perspectives in the areas of communication, linguistics, culture, and academics.
2. Communicates effectively with administrators, colleagues and parents.
3. Provides specially designed instruction for those students who meet eligibility requirements for the hearing impaired program.

### SPECIFIC RESPONSIBILITIES

1. Uses or adapts learning techniques/strategies as needed for students who are deaf/hard of hearing, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.
2. Accepts and respects the various philosophies (Oral, Total Communication, etc.) and modes of communication (American Sign Language, Manually Coded English, Signing Exact English, Cued Speech, etc.) of students who are deaf or hard of hearing.
3. Participates in eligibility and placement staffing for students who meet eligibility requirements for the hearing impaired program.
4. Develops a plan to increase the students' English level in sign and/or English, and the students' speech language and communication skills.
5. As assigned, teaches elementary and/or secondary school subjects to students using a communication mode appropriate to the needs of the student, e.g., gestures, sign language, finger spelling, and speech cues.
6. Provides educational services as determined through the IEP process, to include appropriate accommodations/modifications and assistive technology, to hearing impaired students to enable those students to attain district expectations in their present grade level.

7. Modifies the physical environment to ensure maximum performance on district and standardized assessments for students who are deaf/hard of hearing.
8. Uses effective strategies for collaboration with other professionals, such as interpreters, and audiologists in the development of the IEP/transition plans for students.
9. Coordinates efforts with the District Assistive Technology Specialist in determining student specific needs for assistive technology, software, and adaptive materials.
10. Maintains inventory of adaptive/assistive technology equipment and materials, transporting (capitalized) equipment to hearing impaired students.
11. Maintains working knowledge of assistive technology devices, including hearing aids to ensure hearing aids are functioning.
12. Collaborates with District ESE staff including the Assistive Technology Specialist and Coordinator of the Hearing Impaired Program, to plan staff development opportunities and student consultation.
13. Schedules students for services, and completes and maintains all necessary records, including lesson plans, student attendance, and IEP data collection in accordance with state and district procedures.
14. Functions as part of the problem-solving team(s) at assigned school(s) when appropriate.
15. Performs other duties as assigned.