

Sacramento County Office of Education
Classification Title: Vision Specialist, Infant Development Program

DEFINITION

Under the direction of the Administrator serves as a member of a transdisciplinary team to assess, identify needs, and plan home intervention activities for children with visual impairments, birth to three years of age, and provides services to families; performs other duties as required.

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

DUTIES AND RESPONSIBILITIES

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Individualized Education Program Process

Conducts assessment/evaluation of student abilities and needs; attends and serves as a member of the IFSP/IEP team to determine eligibility of student for program; assists in the development of IFSP/IEP instructional goals/objectives; assists in identifying other related services for the student; reassesses/evaluates student progress; completes all appropriate paperwork and data entry required for the IFSP/IEP and submits reports in a timely manner to coincide with IFSP/IEP review meetings.

Instruction

Establishes instructional/learning environment for students with visual impairment, adapts/modifies curriculum for students, develops and sequences a variety of instructional activities to meet the students' individual goals/objectives (i.e., lesson plans) which are based on students' IFSP/IEP; provides direct student instruction/therapy, monitors/charts behavioral and instructional (academic) progress for the students, establishes a varied environment which accommodates the differing ways children learn, maintains records and reports regarding pupil progress. Works collaboratively with parents/families and transdisciplinary staff, conducts home visits with families.

Interpersonal Relations/Communications

Maintains cooperative working relationships with parents, staff, other school district personnel and other community service agencies; serves as a resource/liaison with other agencies and other community services; maintains effective and timely written and oral communication with parents, staff, other school personnel, and community agencies; attends various school related meetings.

Training/Consultation

Provides parent education related to student's needs; trains paraprofessionals assigned to students; provides in-service training/consultation to staff and school district personnel, volunteers, and agency personnel; works with regular education staff to foster integration of special education students; participates in staff development activities.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a valid California teaching credential authorizing specialized services for the visually impaired (prefer dual certification including Orientation and Mobility Certification).

Knowledge of:

Principles and techniques of individualized instruction and behavior management suitable for use with children under the age of three; assessment, subject area, and instructional methods, techniques and tools for students with visual impairment; practices used to develop skills related to self-help; equipment and devices

used to teach students with visual impairment; current trends and innovations related to educating students with visual impairment; psychological, social and vocational impacts of visual impairment; post-high school vocational opportunities for students with visual impairment; community service agencies and resources for students with visual impairment; braille and the use of braille in a school setting; and individual education plan requirements and implementation.

Skill and Ability to:

Teach children in grade levels and age ranges as assigned; administer, analyze, and interpret a variety of assessment measures to identify individual needs, establish appropriate and measurable goals and objectives, and evaluate student progress; assess a students' vision needs and identify appropriate instructional techniques and visual aid devices; design and implement Individual Educational Plans; implement student transition and intervention plans; develop and provide instructional materials and strategies appropriate to student needs; establish and maintain a program of instruction and learning to enhance the development of students; learn about and implement the use of new devices and emerging technology related to visual impairment; work independently and function as a positive, contributing member of an educational team collaborating with parents, community, district staff and colleagues; communicate effectively both verbally and in writing to sufficiently express ideas, thoughts, lesson materials and instructions clearly to students, parents, community and staff; manage and prioritize multiple activities and responsibilities; analyze situations accurately and adopt an effective course of action; maintain accurate student records and submit reports in a timely manner.

Other Characteristics

Possession of a valid California driver's license; willingness to travel locally using own transportation (mileage reimbursed), and willingness to travel within the state as required.

6/2015