



Leadership • Collaboration • Support

JOB TITLE: Teacher, Deaf and Hard of Hearing

Teachers' Salary Schedule

PRIMARY FUNCTION

Under the direction of the assigned supervisor, the Teacher, Deaf and Hard of Hearing provides classroom and/or itinerant services to eligible students, birth through age 22, who are Deaf and Hard of Hearing. Participates in the development, implementation, and coordination of Individualized Family Service Plans (IFSP), Individual Education Programs (IEP), and Section 504 Accommodation Plans. Performs other duties as required.

MINIMUM QUALIFICATIONS

- Possession of any valid California credential authorizing the teaching of deaf and hard of hearing students or eligibility to be granted a credential, waiver, or permit authorizing teaching deaf and hard of hearing students, birth through age 22.
- Three years of experience teaching students who are deaf and hard of hearing preferred.
- American Sign Language (ASL) proficiency as assessed by American Sign Language Proficiency Interview (ASLPI) score of 4 or higher, or equivalent assessment score, is desired.

REQUIRED ATTRIBUTES

- Ability to communicate proficiently with individuals who are deaf and hard of hearing.
- Ability to communicate effectively in written English.
- Knowledge of the impact of deafness on educational, sociocultural, socioemotional, and linguistic development, including language deprivation.
- Knowledge of cultural perspectives of the deaf.
- Ability to use/monitor use of sign language interpreters.
- Knowledge of adaptations of physical environments to meet auditory/visual needs.

- Knowledge of use and maintenance of assistive technologies for deaf and hard of hearing students (e.g. hearing aids, cochlear implants, hearing assistive technology systems, video calls, virtual captioning, interpreting services, etc.).
- Ability to provide consultation and support to parents, caregivers, school personnel, and colleagues.
- Ability to support the interdisciplinary team with understanding of the impacts of deafness on the child's educational development.
- Ability to work effectively as a member of an interdisciplinary team.

ESSENTIAL DUTIES

- Acts as the liaison between home, school, district programs, and community, as needed.
- Assesses and/or assists teachers in assessing the student's present level of performance in all areas of development.
- Provides specialized services, materials, equipment, or visual aid resources for students who are Deaf and Hard of Hearing.
- Plans and implements quality bilingual (ASL-English) learning experiences for deaf and hard of hearing students.
- Demonstrates the use of equipment, accommodations, or specialized methods necessary for the student to participate in classroom activities.
- Provides individual direct instruction to deaf and hard of hearing students in general education or special education settings.
- Provides consultation and/or coordinates with teachers regarding integration of students into appropriate educational environments and/or mainstreaming activities.
- Provides transition planning when students move from one level of program to another, or when changes in placement are necessary. Transition includes collaborating on movement from school program to adult services.
- Assists and participates in the evaluation, development, and implementation of Individualized Family Service Plans (IFSP) or Individual Education Programs (IEP), including Individual Transition Plans (ITP); adhering to IFSP/IEP timelines and legal requirements.
- Evaluates daily performances of each student and adjusts future instruction accordingly. Evaluates total program of each student through the use of assessments/observations.
- Provides technical assistance through in-service/training and direct individual assistance related to specific instructional approaches.

- Implements a systematic process that supports teachers in designing and meeting specific goals and objectives for deaf and hard of hearing students.
- Prepares reports of student learning progress and language development in conjunction with other professionals
- Provides education and assistance to families/caregivers as needed to support IEP objectives.
- Develops supplementary curriculum materials, supplementary resources, and instructional procedures using a variety of methods/techniques for deaf and hard of hearing students.
- Prepares written reports to other professional people and to families/caregivers. Maintains necessary up-to-date information relating to rosters, reports, etc.
- Supports, schedules, and directs the work of sign language interpreters.

DIRECTLY RESPONSIBLE TO

Director, Special Education, or designee.

MARGINAL DUTIES

- Performs other duties within the scope of assignment.

PHYSICAL ACTIVITY REQUIREMENTS

Work Position (Percentage of Time):

Standing (70%) Walking (20%) Sitting (10%)

Body Movement (Frequency):

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting – lbs. (0-40) Lifting (2) Bending (4)

Pushing and/or
Pulling Loads (2) Reaching
Overhead (3) Kneeling or
Squatting (3)

Climbing Stairs (2) Climbing Ladders (0)