

**TEACHER OF VISUALLY IMPAIRED AND ORIENTATION AND MOBILITY
SPECIALIST**

The Midwest Regional ESC is seeking a qualified candidate to fill the following position:

Position	Part-Time or Full-Time	Deadline to Apply	Start Date	Building/District Location	Special Requirements
Teacher of Visually Impaired and Orientation and Mobility Specialist	Full-Time 5 days/week (M-F) 8:00 a.m. to 4:00 p.m.	Until Filled	12/1/2022	West Central and Northwest Ohio area – locations vary by caseload	Must hold, or have the ability to obtain, a valid ODE TVI licensure with Certified Orientation and Mobility Specialist through AER/ACVRE preferred.

If you have questions regarding the position and/or building assignment, please contact Shawn McElroy, Executive Director of Organizational Development at:

smcelroy@mresc.org

HOW TO APPLY

- **Step #1** – Download an employment application from our website by clicking the application link below:

MRESC Application

- **Step #2** – Submit your completed application to:
Midwest Regional ESC
Attn: Mareena Emrick
129 East Court St.
Sidney, Ohio 45365

Or you may email the completed application to:

memrick@mresc.org

Teacher of Visually Impaired (TVI)/Certified Orientation and Mobility Specialist

The Midwest Regional Educational Service Center (MRESC) is seeking a dynamic educator to join one of Ohio's leading Vision and Mobility Specialist teams.

Our team of professionals has been successfully serving children and families throughout west central/northwest Ohio for over thirty (30) years. If you are looking to join a supportive team environment, the MRESC Vision and Mobility Specialist team would like to receive your application.

The TVI/OM team travels to the students and is assigned schools/communities to provide direct and/or consultative special education services relating to visual impairments. Frequent travel throughout west central and northwest Ohio is required for this position. TVI and OM specialists have the option to designate their home as their primary office.

The successful candidate must hold an active TVI license from the Ohio Department of Education. Additional certification as a "Credentialed Orientation and Mobility Specialist" (COMS) through AER / ACVRE is preferred.

For more information about the position, start date, and employment application form, please see the vacancy announcement attached to this posting and job descriptions below.

MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER BELLEFONTAINE*OHIO

Title:	TEACHER OF THE VISUALLY IMPAIRED	File 310
Reports to:	Director of Special Education	
Job Objectives:	Develop individualized instruction and implementation activities to meet the requirements for identified visually impaired. Help evaluate the service needs of students with visual impairments and/or multi-disabilities.	
Minimum Qualifications:	<ul style="list-style-type: none">· Valid State of Ohio teacher license appropriate for the assignment.· Meet all health requirements mandated by law· A clear record as determined by the Ohio Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation.· Demonstrate a thorough knowledge of visual impairments and the ability to access community resources appropriate to the educational needs of students.	
Responsibilities and Essential Functions:	The following skills and duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions. <ul style="list-style-type: none">· Help multi-disciplinary teams formulate and implement Individualized Education Plans (IEP) for students meeting eligibility requirements. Follow proper procedures to secure permission	

for the release of records when needed.

- Comply with the state model policies and procedures for the education of children with disabilities. Collaborate with staff to ensure that services are provided in the least restrictive educational environment.
- Provide direct services to assigned students (i.e., Braille instruction, readiness skills, daily living skills, and concept development related to the impairment).
- Requisition essential supplies necessary to carry out the educational program.
- Help determine which adaptive equipment best addresses the students' needs. Help students learn how to use and care for assistive devices. Keep track of supplies and equipment assigned to students.
- Help determine appropriate reading media (e.g., Braille, large print, etc.).
- Evaluate and document student progress. Share information with team members as needed to support educational and/or behavioral goals.
- Perform routine clerical and record keeping duties related to assigned activities. Ensure that all reports are submitted on time.
- Protect the confidentiality of privileged information.
- Serve as a resource to teachers when requested. Help staff resolve problems related to the participation of students with disabilities in their peer group.
- Provide inservice to client organizations and parents when requested.
- Serve as a consultant to staff committees and team meetings (e.g., program planning/evaluations, crisis prevention/intervention, etc.) as time permits.
- Consult with parents when requested (e.g., telephone calls, conferences, etc.).
- Report evidence of suspected child abuse as required by law.
- Seek community partnerships that enhance student travel-training activities.
- Pursue personal goals to improve future performance. Participate in a variety of activities to keep current with innovations in visual intervention programs.
- Prepare and present information on program activities at public meetings.
- Perform other specific job-related duties as directed.

**Abilities
Required:**

- Demonstrating professionalism and exemplary personal conduct.
- Demonstrating subject matter competence and teaching proficiency.
- Displaying enthusiasm for education and the teaching profession.
- Skillfully managing individual, group, and organizational interactions.
- Using interpersonal skills to promote a favorable image of the school district.
- Communicating an understanding of academic and behavioral objectives to parents and students.
- Expressing ideas effectively using verbal and writing skills.
- Organizing and managing time effectively. Reacting productively to interruptions and changing conditions.
- Displaying patience and flexibility with all individuals. Managing discipline by averting problem situations and resolving or diffusing conflicts.
- Ability to travel to meetings and work assignments.
- Lifting, carrying, and/or moving classroom supplies and equipment.
- Being punctual and maintaining a consistent attendance record.
- Lifting, moving, and/or positioning children. Helping students using mobility devices (e.g., wheelchairs, walkers, crutches, etc.) and adaptive equipment.
- Performing activities that require stooping, kneeling, and/or crouching.
- Employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the Center.

**Supervisory
Responsibility:**

Under the direction of the principal: schedule meaningful work assignments, provide instructions, and communicate expectations to assigned aides, student teachers, and volunteers.

**Working
Conditions:**

Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens and communicable diseases.
- Potential for interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.
- Exposure to student commotion.
- Duties may require operating and/or riding in a vehicle.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under stress to meet schedules and deadlines.
- Duties may require working during the evening and/or weekend.

**MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER
BELLEFONTAINE * OHIO**

Title: Orientation and Mobility Specialist/Teacher

File 427

Qualifications:

- A bachelor's degree from an accredited college or university.
- Ohio Department of Education, Pupil Services License for Orientation and Mobility Specialist
- AER/Academy (ACVRE) certification as a COMS
- A valid driver's license
- The ability and appropriate means to travel between sites

Job Summary: This position requires a bachelor's or master's degree in Orientation and Mobility for visually impaired and preferably also have a valid license or endorsement for education of the visually impaired. The applicant must have or qualify for AER/Academy certification (ACVREP). The applicant must have or qualify for, an Orientation and Mobility Specialist, Pupil Services License issued by the state of Ohio to provide OM instructional services for students with visual impairments. This is an instructional or a related service position, and our Orientation and Mobility Specialist/Teacher may instruct and/or consult not only with students but with educational staff, parents and appropriate community resources as well.

Orientation and mobility is that part of the educational process which prepares the blind student to travel independently. The itinerant O&M specialist/teacher travels to the students' assigned schools and/or home to provide direct and/or consultative special education services relating to the vision loss. The O&M specialist/teacher is prepared to provide service to an array of students including infants, students with low vision and/or multiple impairments. These services enable the students to travel safely and independently in their home, school, and community environments. The students range in age from birth thru age 21. The students may have singular or multiple impairments. The cognitive levels of the students range from severely impaired to gifted and talented. Many students with visual impairments are totally mainstreamed in their home schools. Others are in special programs in their home schools or at various campuses throughout a district. Community-based instruction is a critical component of the O&M program.

Major Responsibilities and Duties

Assessment and Evaluation:

- A. Perform orientation and mobility evaluations that focus on long- and short-term needs of the student on new referrals and on three-year re-evaluations
- B. Include in the assessment report the needs and strengths of the student and an estimate of the length and frequency of service necessary to meet identified needs
- C. Contribute to other appropriate portions of the IEP, such as goals and recommendations

- D. Provide consultation and support services to parents, regular and special education teachers, other school personnel, and students' sighted peers
- E. Confer with parents, classroom teachers, physical education teachers, physical therapists, and other school personnel to assist in home and classroom modifications to ensure reinforcement of appropriate O&M skills that will encourage the visually impaired student to travel independently in these settings
- F. Work with the teacher of students with visual impairments when conducting a functional vision assessment as it relates to independent travel
- G. Evaluate the student's progress on an ongoing basis and keep progress notes on each student

Appropriate Learning Environments:

- A. Instruct students with visual impairments in skills and knowledge that enable them to travel independently in the appropriate environment based on the students IEP
- B. Teach visually impaired students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments based on the students IEP
- C. Prepare sequential and meaningful instruction geared to the students' assessed needs, IEP/IFSP goals and objectives, functioning level, and motivation level
- D. Be responsible for the student's safety during O&M instruction and in other environments while fostering maximum independence during O&M lessons
- E. Prepare and use equipment and materials such as tactile maps, models, distance low vision devices, adaptive mobility devices, and long canes for the development of O&M skills
- H. Provide orientation to new or unfamiliar academic environments as needed to students with visual impairments. i.e.: new school buildings and new class schedules

Guided or Direct Instruction in a Unique Curriculum:

The following is list of skills or skill areas which may require the guidance of a Orientation and Mobility Specialist/Teacher or direct instruction by a certified Orientation and Mobility Specialist/Teacher in our OM program:

- A. Concept development, which includes body image, spatial, temporal, positional, directional and environmental concepts.
- B. Motor Development, including motor skills needed for balance, posture, and gait, as well as the use of adapted devices and techniques to assist those with multiple disabilities.
- C. Sensory development, which includes visual, auditory, vestibular, kinesthetic, tactile, olfactory, and proprioceptive senses, and the interrelationships of these systems
- D. Residual vision stimulation and training
- E. Human guide techniques
- F. Upper and lower protective techniques
- G. Locating dropped objects
- H. Trailing
- I. Squaring off
- J. Pre-cane devices and techniques
- K. Cane techniques
- L. Soliciting / declining assistance
- M. Following directions
- N. Understanding and utilizing cues, clues and landmarks
- O. Search patterns
- P. Compass directions
- Q. Route planning

- R. Locating, analyzing and identifying intersections, traffic patterns and traffic control devices
- S. Understanding and use of traffic control devices
- T. Techniques for crossing streets

- U. Techniques for travel in indoor environments and outdoor environments... including; residential settings, small and large business travel, rural travel,
- V. Techniques for travel at school, home, work, college
- W. Travel techniques necessary for specific independent daily living needs (i.e.. grocery shopping, banking)
- X. Problem Solving Skills
- Y. The use of Public Transportation and Mass Transportation
- Z. Evaluation with Sun Filters
- AA. Instructional use of Low Vision Devices
- BB. Night Travel

Support Services:

- A. Provide assistance to students with visual impairments in understanding their attitudes and those of others concerning their visual impairment
- B. Facilitate social integration and interaction with peers
- C. Provide training and support to parents of students with visual impairments to enhance their children's travel independence
- D. Provide the teachers, staff, and family of students with visual impairment with information regarding their individual needs, methodology, and strategies for promoting optimal travel independence
- E. Participate with other school personnel and agencies to secure travel related experiences for students
- F. Participate in transition planning.

Administrative/Record Keeping Duties:

- A. Submit requests for instructional materials, conferences and reference materials
- B. Be knowledgeable of community-based resources that may be available to the VI student.
- C. Provide in-service training as needed to regular and special education personnel, administrative personnel, sighted peers, and parents concerning the O&M needs of the student and appropriate methods for interacting with the VI student so as to foster maximum independence and safety
- D. Participate in parent conferences and meetings as well as teacher staffing's regarding the VI student
- E. Maintain adequate records on all assessment, IEPs, and progress reports
- A. Provide progress reports as indicated by school policy on students with visual impairment in regular education classes and follow up with teacher and/or parent conferences as appropriate
- F. Arrange and prepare paperwork as appropriate and attend all IEPs and MFEs for students on your caseload if there is a current related O&M need.
- G. Communicate with specialists in low vision, ophthalmologists, and optometrists concerning exams, and attend exams when appropriate.

Liaison Between Community and School:

- A. Provide information about district and/or regional mobility related services to IEP team
- B. Provide information concerning recreational and summer programs to parents and students and assist with application forms and procedures.

Professional Standards

- A. Will maintain and keep current their professional knowledge base by acquiring information about current research, development, and technology by attending conferences, workshops, and area meetings and by reading journals in the field of visual impairment.

Other Duties As Assigned – This job description is not intended as an exclusive list of all duties and responsibilities. Other duties may be assigned at the discretion of the Superintendent or his or her designee.

Working Conditions

Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens and communicable diseases.
- Potential for interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.
- Exposure to student commotion.
- Duties may require operating and/or riding in a vehicle.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under stress to meet schedules and deadlines.
- Duties may require working during the evening and/or weekend.