TEACHER OF THE VISUALLY IMPAIRED (TVI)

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 the Visually Impaired (TVI)	Full-Time 5 days/week (M-F) 8:00 a.m. to 4:00 p.m.	Until Filled	As Soon As Possible	MRESC Districts to be determined	Must hold, or have the ability to obtain, a valid State Board of Education Intervention Specialist license with the Visually Impaired endorsement

If you have questions regarding the position and/or building assignment, please contact Dr. Rick Smith, Superintendent at:

rsmith@mresc.org

To apply, please complete and submit an application by clicking the application link below. You may also upload any additional documentation (for example: resume, cover letter, licensure, etc.) during the application process.

MRESC Application

Please read below for a full job description for this position.

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. Promote a positive impression of the Shelby County Educational Service Center.

Minimum Qualifications:

- 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.

- 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.