

Job Title: Teacher, Signing Deaf Education Regional Day School Program for the Deaf	Wage/Hour Status: Exempt
Reports to: Coordinator, RDSPD	Pay Grade: TBA
Dept./School: Special Education and Health Services Center/Assigned Campus	Date Revised: February 11, 2022

Primary Purpose

Provide direct classroom instructional intervention to facilitate the educational progress of students served in programs for students who are Deaf/Hard of Hearing (D/HH) based upon the state standardized curriculum as determined through the student's Individualized Education Program (IEP). Collect and analyze multiple sources of data to provide input on student progress regarding the general curriculum.

Qualifications

Education/Certification

Bachelor's Degree from accredited university
Valid Texas Teacher Certification
Valid Texas Deaf and Hard-of-Hearing Certification
Valid Texas Special Education Certification
Passing score on the Texas Assessment of Sign Communications (TASC or TASC-ASL) for assignments working with students who need sign language in their educational setting.

Special Knowledge/Skills

- Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individualized Education Program (IEP) goal setting process and implementation
- Ability to work with students who are D/HH
- Knowledge of disability categories and ability to develop Specially Designed Instruction to address individualized needs to support students who are D/Deaf or hard of hearing who may have additional individual special learning needs.
- Strong organizational, communication, public relations, and interpersonal skills

Experience

One (1) year experience as student teacher or approved internship

Major Responsibilities and Duties

Instructional Strategies

1. Plan, develop, and implement an instructional program for each student based upon individual need; maintains documentation of teacher planning and student learning on a timely basis.
2. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
3. Participate in ARD committee meetings for students in the RDSPD.
4. Conduct assessment of student learning styles and use results to plan for instructional activities.
5. Uses the standards-based curriculum for lesson planning and develops lessons, which meet student needs.
6. Employ a variety of instructional techniques and media to meet the needs and capabilities of each student assigned.
7. Use technology in teaching/learning process.

Student Growth and Development

8. Conduct ongoing assessments of student achievement through formal and informal testing.
9. Act as a positive role model for students; support mission of the district.

Classroom Management

- 10. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
- 11. Implement classroom management strategies, which support student centered learning.
- 12. Assist in selection of books, equipment, and other instructional materials.
- 13. Ensure paperwork and IEP supporting documentation are completed in a timely manner and using the electronic IEP system.

Communication

- 14. Establish and maintain open lines of communication by conducting conferences with parents, students, principals, and teachers.
- 15. Maintain a professional relationship with colleagues, students, parents, and community members.
- 16. Use effective communication skills to present information accurately and clearly.

Other

- 17. Participate in staff development activities to improve job-related skills.
- 18. Keep informed of and complies with federal, state, district, and school regulations and policies for teachers of students with special needs and students with hearing impairments.
- 19. Compile, maintain, and file all reports, records, and other documents required.
- 20. Attend and participate in faculty meetings and serve on staff committees as required.
- 21. Perform other duties as assigned by supervisor.

Supervisory Responsibilities

Assigned paraprofessional(s) and University Student Teacher.

Physical and Mental Job Requirements

Mental Demands/Physical Demands/Environmental Factors

Maintain emotional control under stress. Frequent standing, stooping, bending, kneeling, pushing, and pulling. Move small stacks of textbooks, media equipment, desks, and other classroom or adaptive equipment. Use of computer, software, and related technology. Hectic pace; constant contact with students, staff, and parents. May be required to lift and position students with physical disabilities, potential exposure to body fluids, and frequent childhood and teen illnesses.

Terms of Employment

187 days; salary to be established by the Board of Trustees

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: _____

Job Title: _____

Date: _____

Approved: _____

Job Title: _____

Date: _____

My supervisor has reviewed this job description with me and has provided me a copy

Employee: _____

Date: _____

211540 Teacher, Signing Deaf Education,
Regional Day School Program for the Deaf

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