

Special Education Teacher of the Blind and Visually Impaired

The Howard County Public School System (HCPSS) is one of the leading school systems in Maryland and the nation. Our mission is to ensure academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps. To learn more about employment with HCPSS, please visit <https://www.hcpss.org/employment/>.

DESCRIPTION

Under the direction of the Coordinator, Countywide Services and the Program Head for Vision Services, the Teacher of the Blind and Visually Impaired (TBVI) provides itinerant, direct, and indirect services to students with visual impairments in the school and home settings for learners birth through age 21. The TBVI assess students' functional vision, conducts Learning Media Assessments, and is responsible for providing direct instruction in compensatory skills, i.e. Braille, Assistive Technology, utilization of visual efficiency, Abacus, etc. Special educators perform special education case management responsibilities that include the development, implementation and monitoring of Individual Education Program plans in collaboration with the teachers, related service providers, families, and the student.

MINIMUM QUALIFICATIONS

- Knowledge of the HCPSS curriculum for the grade/content range of the position.
- Thorough knowledge of visual problems, impairments, and blindness, and their implications for early developmental growth and learning.
- Thorough knowledge of IEP, learning theory, differentiated instruction, data collection, best instructional practices, research-based reading instruction, multicultural education, assessments.
- Thorough knowledge of birth defects and the interactive effects of vision loss on infants and toddlers with multiple impairments.
- Ability to provide differentiated instructional techniques that inspire, motivate and meet the individual educational needs of all students.
- Ability to develop and nurture an atmosphere and educational environment conducive to the intellectual, physical, social and emotional development of all students.
- Thorough knowledge of specific implications on learning and development for learners with visual impairments.
- Ability to provide differentiated instructional techniques that meet the individual educational needs of learners with visual impairments.
- Ability to diagnostically assess needs across all developmental areas impacted by vision impairment.
- Ability to conduct Learning Media Assessments and Functional Vision Assessments.
- Knowledge of the principles and practices of special education including Individualized Education Programs (IEP).
- Skilled in preparing and implementing lesson plans and modifying curriculum for special-needs students.
- Skilled in communicating with students, their parents and/or families, administrators, related service providers, paraprofessionals and other stakeholders.

- Knowledge of and skill in the use of database, internet, spreadsheet, word processing, and related applications.
- Knowledge of and skill in the use of technology, audio-visual aids and other equipment to supplement instruction.
- Ability to maintain confidential information.
- Ability to communicate effectively, both orally and in writing.

Education

- Bachelor's degree from an accredited college or university.
- Holds or is eligible for a Maryland State Department of Education (MSDE) teacher certification in Special Education and/or Blind/Visually Impaired.

Required Licenses and Certification:

- Holds or is eligible for a Maryland State Department of Education (MSDE) teacher certification in Special Education and Blind/Visually Impaired.

PREFERRED QUALIFICATIONS

- Valid teaching certificate by MSDE in Special Education, Blind/ Visually Impaired or a related content area.
- Three previous years of experience working with students who are visually impaired and who have multiple disabilities

ESSENTIAL POSITION RESPONSIBILITIES

The below list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

- Plans and implements instructional programs and interventions that adhere to HCPSS goals and priorities.
- Understand the learner's specific visual impairment(s) and the implications for developmental growth and learning and be able to share this information in an appropriate manner with school staff and families.
- Perform Functional Vision Assessments and Learning Media Assessments, analyze results, and compile information and recommendations into well written reports for distribution to schools and parents.
- Adapt and modify the curriculum and school materials into accessible formats for the visually impaired that adhere to HCPSS goals and priorities.
- Choose an appropriate Braille reading program for a blind learner and incorporates the reading program being used in the classroom by the learner's sighted peers.
- Teach learners how to read and write literary and Nemeth Braille codes as appropriate.
- Develop an efficient weekly schedule that includes planning, observing, assessing, collaborating, adapting materials, direct instruction and consultation times.
- Teach learners how to use low vision devices, such as hand-held magnifiers and video magnifiers.

- Select appropriate assistive technology for students and provide training on the technology so that they are able to access information visually and/or auditorally and/or tactually.
- Share community resources with learners and families that pertain to blindness and low vision.
- Provide in-service trainings to school staff on the best ways to work with a learner with a visual impairment.
- Prepare and participate in IEP meetings, IFSP meetings, and 504 meetings as appropriate.
- Collects data on learner performance to improve outcomes and direct instructional practice.
- Communicate effectively with learners and families in an effort to share updates and progress.
- Participates in professional development activities designed to advance teacher knowledge in the areas of instruction, best practices, differentiated instruction, changes in educational policy, and other information as may be necessary to improve instruction and programming for learners with visual impairments.
- Plans for the continuing professional development of paraeducators who work with learners with visual impairments.

Assists with routine care, including personal hygiene, toileting, feeding and other custodial tasks, as required or requested.

ESSENTIAL KNOWLEDGE, SKILLS, AND ABILITIES

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- Thorough knowledge of IEP, learning theory, differentiated instruction, data collection, best instructional practices, research-based reading instruction, multicultural education, assessments.
- Thorough knowledge of birth defects and the interactive effects of vision loss on infants and toddlers with multiple impairments.
- Ability to provide differentiated instructional techniques that inspire, motivate and meet the individual educational needs of all students.
- Ability to develop and nurture an atmosphere and educational environment conducive to the intellectual, physical, social and emotional development of all students.
- Thorough knowledge of specific implications on learning and development for learners with visual impairments.
- Ability to provide differentiated instructional techniques that meet the individual educational needs of learners with visual impairments.
- Ability to diagnostically assess needs across all developmental areas impacted by vision impairment.
- Ability to conduct Learning Media Assessments and Functional Vision Assessments.

- Knowledge of the principles and practices of special education including Individualized Education Programs (IEP).
- Skilled in preparing and implementing lesson plans and modifying curriculum for special-needs students.
- Skilled in communicating with students, their parents and/or families, administrators, related service providers, paraprofessionals and other stakeholders.
- Knowledge of and skill in the use of database, internet, spreadsheet, word processing, and related applications.
- Knowledge of and skill in the use of technology, audio-visual aids and other equipment to supplement instruction.
- Ability to maintain confidential information.
- Ability to communicate effectively, both orally and in writing.

SELECTION CRITERIA

Applicants who meet the minimum qualifications will be included in further evaluation. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experience and education which most closely match the position qualifications and the needs of the school system.

EMPLOYMENT INFORMATION

Compensation

This is a 10-month per year position in the Howard County Educators Association (HCEA) employee bargaining unit. The [current salary ranges](#) for this position are on the [10-Month Teacher Special Education salary](#) scale. Actual placement will be in accordance with the salary procedures of the Howard County Public School System and the HCEA Master Agreement which considers education and relevant prior experience. Under the Fair Labor Standards Act, this position is exempt from overtime.

Retirement

Membership in the Maryland State Retirement Agency (MSRA) pension plan is a mandatory condition of employment for all employees who meet the eligibility and membership criteria defined in the State Personnel and Pensions Article and the Code of Maryland Regulations (COMAR). A qualifying employee cannot reject membership, nor can an ineligible employee elect membership. The annual contribution to the pension plan will be 7% of an employee's annual salary.

Benefits

HCPSS offers a [comprehensive benefits package](#) for eligible employees. Information about additional benefits such as paid time off can be found in the [negotiated agreement](#) for employees in this bargaining unit.

Pre-Employment Requirements

Professional references will be contacted prior to any offer of employment. Recommended candidates will be required to provide references from current and recent supervisors.

All employees, regular and temporary, must be fingerprinted, have a criminal background investigation completed, and successfully complete the Maryland Employment History Review, pursuant to Section 6-113.2 of the Education Article, Annotated Code of Maryland. In addition, some positions will require completion of a physical examination and/or drug testing.

Anyone offered employment is required to provide proper identification and documentation of eligibility for employment in the United States. HCPSS participates in E-Verify and does not offer employee sponsorship.

For questions regarding this vacancy, please contact:

Cathleen Maloney , Recruitment Specialist Office of Human Resources cathleen_maloney@hcpss.org

EQUAL OPPORTUNITY EMPLOYER

Applicants who may require assistance and/or an accommodation during the recruitment process for steps such as completing the application or interviewing should contact Julia Bialeski, Coordinator of Recruitment and Hiring, at julia_bialeski@hcpss.org or by calling (410) 313-5600.

HCPSS celebrates diversity and is committed to creating an inclusive environment for all employees and applicants and prohibits discrimination, harassment, and retaliation of any kind. HCPSS is committed to the principle of equal employment opportunity for all employees in providing them with a work environment free of discrimination and harassment. All employment decisions at HCPSS are based on organizational needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, physical, mental or sensory disability, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, veteran status or present military service, family medical history or genetic information, family or parental status, or any other characteristic protected by federal, state or local laws.

Join our award-winning workforce and make a difference in the lives of our students!