

MAINSTREAM TEACHER OF THE DEAF

Job Description

Clarke Schools for Hearing and Speech/Pennsylvania assists anyone involved in mainstreaming students with hearing loss in regular classrooms..

Mainstream Teachers of the Deaf provide direct and consultative services to students in preschool through high school in mainstream settings. Services are provided as stipulated in a student's IEP and can include consultation with professionals, direct service to students support to families, program observations and training.

GENERAL INFORMATION

A Mainstream Teacher of the Deaf:

1. Has a 215 day contract each year based on the needs of the office of Mainstream Services and our clients. All work schedules are planned and approved in advance on a yearly basis with the Director. This includes the start and end date of the contract. Mainstream Teachers of the Deaf must be available to follow the 215 day contract which can include preparation for and implementation of in-services for schools.
2. This is an exempt position. An "Exempt Employee Biweekly Absence Report" must be turned in each pay period.
3. Works five days a week, *in general 8:00 am to 4:00 pm* and occasional evenings and weekends. This means at minimum, regular office hours are to be followed Monday through Friday 8:00-4:00 with an hour unpaid meal break.
4. Is paid at on a biweekly basis.
5. Receives no paid holidays or accrued vacation thus works a full day before all holidays and vacation periods
6. Must have access to a vehicle and a valid Pennsylvania Driver's license (Clarke provides mileage reimbursement for work-related travel).
7. Is expected to work on school-closing days arriving when it is safe to travel to the office if school is in session. If one is unable to make it to work due to inclement weather, illness, etc time is to be made up.
8. Per State Law, must take a 30-minute meal break after 6 hours of work

JOB DESCRIPTION

A Mainstream Teacher of the Deaf:

1. Participates in an orientation and training period. This involves supervision as needed including on-site observations, professional development opportunities and guidance writing reports.
2. Meets with the Director on a regular basis to discuss services and the progress of clients.
3. Assists in creating services that are consistent with state and federal laws for families and mainstream schools.
4. Demonstrates knowledge of local, state, and national resources for clients.
5. Participates in the planning and presentation of informational and training workshops on issues related to hearing loss.

With respect to professionals in general education schools, a Mainstream Teacher of the Deaf is expected to:

1. Demonstrate an understanding of, and the ability to communicate, the challenges encountered by students with hearing loss in regular school.
2. Assess the instructional, organizational, and professional needs of client schools.
3. Guide schools in the development of an effective support system for students with hearing loss. This includes knowledge of support services such as real-time captioning, computer-aided note taking, traditional note taking, tutoring, transliterating, acoustical and audiological supports, speech and language instruction, counseling, and instructional media.
4. Collaborate with teachers as they work to adapt their teaching style to students with hearing loss. Recommend needed modifications and accommodations.
5. Work in collaboration with reading specialist, SLPs, special education staff and others helping them understand the impact of hearing loss on the student as it applies to their work.
6. In-service general education staff regarding education students with hearing loss.
7. In-service hearing peers regarding the experience of hearing loss and effective communication practices.
8. Provide direct service to students individually or in small group settings as indicated in the IEP.
9. Provide pre- and post-teaching to students
10. Monitor the development of language. Provide one-on-one instruction as needed to ensure language is developing as expected.
11. Promote the development of self-advocacy skills and help students develop an understanding of how their hearing loss impacts them.
12. Teach the skills necessary for social communication along with repair strategies.
13. Facilitate parent involvement and support of family goals in the education of their child.

14. Evaluate physical environments in regard to maximum access to auditory and visual information.
15. Meet as needed with teachers, administrators, parents and support staff.
16. Monitor the use of hearing aids, cochlear implants, FM systems and other assistive devices.
17. Demonstrate an ability to troubleshoot when difficulties arise in school settings.
18. Participate in I.E.P. Meetings and/or other meetings in those schools.
19. Assist in the development of Individual Education Programs for students with hearing loss in regular schools.
20. Demonstrate a general knowledge of career opportunities and post-secondary programs for students with hearing loss.
21. Demonstrate knowledge of the non-academic and social-emotional needs of students with hearing loss, and assist with the development of appropriate supports within the regular school program.
22. Plan and present group orientation workshops and ongoing in-service training for the staff.

With respect to people with hearing loss, a Mainstream Teacher of the Deaf expected to:

1. Communicate effectively with clients.
2. Demonstrate an understanding of the physical, psychological, social, and emotional effects of hearing loss.
3. Demonstrate an understanding of the mainstream experiences of previous students.
4. Be able to assess the audiological academic, communication, social, and emotional needs of clients with respective support staff at mainstream school.

With respect to the families of people who are deaf or hard-of-hearing, a Mainstream Teacher of the Deaf is expected to:

1. Communicate effectively with parents.
2. Demonstrate an understanding of the informational, social, and emotional needs of families.
3. Guide parents in monitoring their son's or daughter's education in the mainstream.
4. Establish a system of communication with parents so they are kept updated with the work done on behalf of the child.

With respect to office matters, a Mainstream Teacher of the Deaf is expected to:

1. Keeps all information concerning each client confidential.
2. Maintain records in the office related to work.
3. Attend conferences, conventions, and meetings related to the education of students with hearing loss in regular schools.
4. Write a report to the school systems with which we have contracts each quarter describing the services we have provided.

5. Participate in the preparation and presentation of professional staff meetings related to the education of students with hearing loss in regular schools.
6. Assist in the preparation of handouts, guidebooks, and articles for our newsletter, audio-visual presentations, and workshops.
7. Participate as a speaker in several conferences or workshops each year. Some of these will be on the Clarke campus and some will be out of town.
8. Be willing to learn new computer programs to assist in the work of this office.

PRIMARY QUALIFICATIONS AND REQUIREMENTS

1. Training as a teacher of the deaf.
2. Teaching experience in a listening and spoken language program for students who are deaf or hard of hearing including students with cochlear implants.
3. A strong commitment to a listening and spoken language (auditory/oral approach).
4. A commitment to mainstreaming when deemed appropriate for a student with hearing loss.
5. Demonstrate an understanding of, or willingness to learn about, best practices in curriculum, instruction, and assessment for students who are deaf and hard of hearing.
6. Knowledge of how public and private schools work.
7. Knowledge of support services and how they are managed.
8. Knowledge of common modifications and accommodations for students with hearing loss and the ability to articulate what they are and their benefit.
9. Ability to communicate well with people, both hearing and those with hearing loss.
10. Ability to function effectively as a team member and work collaboratively with others and independently as appropriate.
11. Ability to be flexible in dealing with families and professionals and respond to changing needs of students.
12. An understanding of the parents' perspective.
13. Skill at participating in IFSP/IEP meetings and helping to write goals.
14. Skill in negotiating with students, parents, and professionals.
15. Skill in dealing with people diplomatically.
16. Ability to work on multiple tasks at the same time.
17. Ability to withstand pressure.
18. Ability to write reports and correspondence including quarterly reports, newsletter articles, handouts and contracts.
19. Ability to use technology in daily work including skills to use e-mail, the internet, word processing and power point.

20. Knowledge of amplification, adaptive equipment and technology.
21. Access to a dependable car and the freedom and willingness to travel.
22. Willingness to work occasional evenings and weekends if necessary.
23. Ability to work independently without being supervised at each step.
24. Ability to meet deadlines.
25. A willingness to share ideas and information with colleagues.
26. A willingness to participate in workshop planning and presentations.
27. Ability to speak in front of a group of people, to prepare for and make presentations, to facilitate workshops or group discussions.
28. Willingness to engage in some informal adjustment counseling.
29. Capacity to offer, and accept from co-workers, feedback and suggestions.

Interested candidates should submit a cover letter and resume to careers@clarkeschools.org