California Department of Education
Personnel Services Division

☐ **PROPOSED**

☐ **CURRENT**

DUTY STATEMENT

Note: Shaded area is for Personnel Office use only.

PERSONNEL REQUEST NO.	EFFECTIVE DATE

DIVISION California School for the Blind	POSITION NUMBER (Agency – Unit – Class – Serial) 184-642-9153-002
UNIT California Education Resource Center for the Blind and Visually Impaired	POSITION CONTROL NO.
INCUMBENT	CLASS TITLE Teacher Specialist

Briefly (1 or 2 sentences) describe the position's organizational setting and major functions.

CSB Assistive Technology Center and Education Resource Center for the Blind and Visually Impaired:
The On-Campus Teacher Specialist and Coordinator collaborates with teachers, specialists, and other staff on-campus to promote individual skill building and use of assistive technology to promote access to differentiated curricula in the various programs on campus. Works directly with teachers to help create and plan lessons that integrate technology and build student expectations in using technology and advancing their skills, including assessing student skills and developing appropriate technology goals. Partners with the Curriculum Specialist and other AT specialists to provide accessibility review and associated trainings for computerized standardized testing.

Coordinates and completes technology assessments. Teaches short-term elective courses and assists with short courses and community wide events.

Manages technology inventory, purchasing and associated multi-year purchase plan, and associated accounts. Acts as contract monitor for assistive technology related contracts.

Conference attendance and presentations in addition to creating and implementing trainings and workshops provided throughout the school year at CSB or hosted at other locations throughout the state as appropriate.

% of time performing duties	Indicate the duties and responsibilities assigned to the position and the percentage of time spent on each. Group related tasks under the same percentage with the highest percentage first. (**Use additional sheet if necessary**)
50%	Collaborates with teachers, specialists, and residential staff on-campus to promote individual skill building and use of assistive technology to promote access to differentiated curricula in the various programs on campus. Works directly with teachers to help create and plan lessons that integrate technology and build student expectations in using technology and advancing their skills, including assessing student skills and developing appropriate technology goals. Including creating curricula, how-to guides, and other support products as appropriate. Interaction with the core and expanded core curriculum, as appropriate for each student, including low vision assessments, functional vision needs for school and community, daily living skills, recreational interests, knowledge of visual impairment, and other areas of the expanded core curriculum. This should include knowledge of academic expectations for students in mainstream and special settings and development of typical learners to facilitate knowledge of and recommendations in best practices for use of technology for students with visual impairments.
15%	Coordinates and completes technology assessments for triennial IEPS. Supports other assessments on campus including suitability of placement IEPs and assessments through the Assessment Center.
10%	Teaches short-term elective courses and workshops to CSB students to meet unique educational needs and to provide additional educational opportunities. Assists in short courses and on-campus and community wide events such as White Cane Day, Vendor Day, Assistive Technology Center Open House, etc.

10%	Manages technology inventory, purchasing and associated multi-year purchase plan, and associated accounts. Acts as contract monitor for assistive technology related contracts.
5%	Conference attendance and presentations in the state as appropriate.
5%	Acts as the lead consultant from the Assistive Technology Center to provide accessibility review and associated trainings for computerized standardized testing, such as MAP and SBAC testing. This work is done in direct collaboration with the Curriculum Specialist and the other Assistive Technology Teacher Specialists.
5%	Other duties as assigned.

To be reviewed and signed by the supervisor and employee:		
Supervisor's statement: • *I have discussed the duties and responsibilities of the position with the employee* • *I have signed and received a copy of the duty statement.*		
SUPERVISOR'S NAME (Print)	SUPERVISOR'S SIGNATURE	DATE
Employee's statement: • *I have discussed the duties and responsibilities of the position with my supervisor* • *I have signed and received a copy of the duty statement*		
EMPLOYEE'S NAME (Print)	EMPLOYEE'S SIGNATURE	DATE

Distribution: Original: Official Personnel File Copy: Supervisor Copy: Employee Copy: Program File