

**Job Announcement**  
**Assessment Center**  
**TVI/O&M Teacher**  
**Specialist, CSB**

**Please Circulate and Post**



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**Final Filing Date: Open Until Filled**  
**(desire to fill for 2026 – 27 school year)**

**UNIT/PC#:** 184-642-9153-001

**Tenure/Time Base:** \*Non-tenured, Full-Time

**Location:** California School for the Blind, Fremont  
500 Walnut Avenue, Fremont, CA 94536

**Base Salary per month:** \$7,750 - \$10,705\*\*

**Recruitment & Retention per month:** \$1200.00

**Total Salary per month:** \$8,950 - \$11,905

**Annual Salary:** \$107,400 - \$142,860

**Workdays:** 194 (Academic Calendar)

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**Duties**

CSB Assessment Center and Education Resource Center for the Blind and Visually Impaired:

The TVI/O&M specialist collaborates with other members of the team to provide assessment, consultation and support for visually impaired, blind, and deaf-blind students, birth to 22 from school districts throughout the state. These services are provided both on site at the California School for the Blind and in homes and educational settings throughout the state.

Perform collaborative assessments, including information gathering, referral analysis, selection of format, procedures, and instruments, consultation with stakeholders, observation, testing, and both oral and written interpretation of results for individuals, ages birth to 22, who are referred to the CSB Assessment Program. Substantial travel and collaboration are required.

Write comprehensive reports that include history, findings, and recommendations for student education programs in the areas of:

- 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.
- Orientation and Mobility, including concept development, orientation skills, map skills, mobility skills, cane skills, community skills, time, telephone, money, and shopping skills, as appropriate for the student.

Consult with educators, parents and students in response to their identified needs and questions regarding assessment and service provision for individuals with impairment. Develop and provide professional assistance to teachers and staff who work with students who are visually impaired by developing and conducting trainings and technical assistance.

The incumbent must possess good judgment; strong organizational; the ability to effectively communicate with supervisor, staff, and public; be self-motivated to ensure goals are met and assignments are completed in a timely manner; be innovative and open-minded to establish new and different processes and policies to support the Education Resource Center's mission, vision and goals.

## **Required Qualifications**

Applicants must meet the following minimum qualifications:

- Applicant must possess the following valid clear, or preliminary credentials:
  - California Education Specialist's Credential in Visual Impairment
  - California Clinical Rehabilitative Services Credential in O&M
- Demonstrated experience teaching students who are blind or visually impaired, including those with additional disabilities and who are deafblind.
- Ability to create and write effective lesson plans that address diverse learning needs and incorporate accessible instructional strategies.
- Strong organizational skills and ability to establish, adjust, and manage both short- and long-term priorities.
- Excellent oral and written communication skills for interacting with students, families, school personnel, and community partners.
- Ability to work independently as well as collaboratively with other staff members and a wide range of stakeholders, including parents, school district personnel, and community members.
- Knowledge of accessible instructional strategies, assistive technologies, and universal design for learning.
- Proactive, self-directed approach to problem-solving and planning, with demonstrated initiative and follow-through.
- Savvy internet skills in researching and discovering deliverables and resources
- Commitment to equity, inclusion, and accessibility in education for students with visual impairments.
- Ability to travel independently or with support throughout the state as required for short-term programs and outreach activities.

## **Desired Qualifications**

Preferred candidates will also have:

- Experience in curriculum development that integrates accessibility, diverse instructional strategies, and inclusive practices.
- Familiarity with program evaluation, needs assessment, and data-driven improvement strategies.
- Experience with professional development, including organizing and delivering training or presenting at conferences.
- Ability to build and sustain community and interagency partnerships to enhance program delivery and student support.
- Knowledge of health and safety protocols, and experience collaborating with school nurses or health professionals.
- Proficiency with digital platforms and tools that support accessible communication and program delivery.
- Experience with or interest in educational research and continuous improvement in the field of visual impairment education.
- Enthusiasm for working with students in short-term and summer residential programs

- and contributing to a collaborative and inclusive school culture.
- Ability to advocate for the educational and social-emotional needs of students with visual impairments.
- Certification as an Orientation and Mobility Specialist (COMS) or experience collaborating closely with O&M specialists to support comprehensive programming for students with visual impairments.
- Possession of a valid California Driver's License and access to a vehicle for statewide travel is preferred but not required.

Please refer to the Duty Statement for further information related to job expectations.

## **Benefits**

Benefit information can be found on the California Department of Human Resources website, [www.calhr.ca.gov](http://www.calhr.ca.gov) and the California Public Employees Retirement System website [www.calpers.ca.gov](http://www.calpers.ca.gov)

From employee pensions managed by CalPERS to health, dental, and vision plans, state employment offers you many benefits. The Savings Plus Program provides additional opportunities to save for retirement with 401(k) and 457 Plans.

CalSTRS is only applicable if you are currently in the CalSTRS system and wish to remain in their retirement system.

The Teacher Specialist position at CSB works 194 days in the academic year (August – June).

## **Pre-Employment Clearance**

This position requires the following pre-employment clearance:

- Tuberculosis (TB) Risk Assessment and or Test
- Federal Bureau of Investigations (FBI) and Department of Justice (DOJ) Fingerprint Clearance.

## **How to Apply**

Submit the following required documents:

- California School for the Blind Faculty Application
- Resume
- Copy of transcript(s) from Bachelor's degree or above (upon hire, original transcripts are required)
- Attached Commission on Teacher Credentialing (CTC) public view of credential status or credential copy
- Three Letters of Recommendation (Note: Letters of Recommendations can be submitted later but will be required at the time of the interview. Please indicate if letters of recommendation are not included with application packet)

**Submit the completed application packet via email or mail to:**

Dr. Chemene Hooker-Henry, Director - Human Resources

CA Dept. of Education – California School for the Blind  
CA Dept. of Education State Special Schools Services Division – Diagnostic Centers  
500 Walnut Avenue  
Fremont, CA 94536  
[chhenry@csb-cde.ca.gov](mailto:chhenry@csb-cde.ca.gov)

All applications will be screened based upon desirable qualifications and experience.

For questions and/or additional information, please contact Dr. Chemene Hooker-Henry, at [chhenry@csb-cde.ca.gov](mailto:chhenry@csb-cde.ca.gov) or Adrian Amandi, Director of Statewide Outreach Services and the Education Resource Center [aamandi@csb-cde.ca.gov](mailto:aamandi@csb-cde.ca.gov) For more information regarding the [California School for the Blind](http://www.csb-cde.ca.gov) visit or <http://www.csb-cde.ca.gov>

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The State of California is an Equal Opportunity Employer to all, regardless of age, ancestry, color, disability (mental and physical), exercising the right to family care and medical leave, gender, gender expression, gender identity, genetic information, marital status, medical condition, military or veteran status, national origin, political affiliation, race, religious creed, sex (includes pregnancy, childbirth, breastfeeding and related medical conditions), and sexual orientation.

\*Effective July 1, 2025, in accordance with the applicable Memorandum of Understanding, the Personal Leave Program 2025 (PLP 2025) was implemented. PLP 2025 requires each full-time employee in Bargaining Unit 3, and related Excluded, Exempt and Statutory Exempt employees, will have their base salary reduced by 3 percent and will receive 3.75 hours PLP 2025 leave credits monthly through June 2027. Salaries do not reflect the recent changes. Part-time employees are subject to the same conditions as full-time employees, on a prorated basis equivalent to their time-base. Permanent intermittent employees are subject to the same condition as full-time employees, based on the number of hours worked in the pay period.

\*\*Per the SEIU Local 1000 Bargaining Unit 3, Article 22 State Special Schools; Section 22.6.3 Tenure – Special Schools (Unit 3), Subsection A. Definitions, 2. “Tenure” is the right, under the provisions of this article, of an employee to continue full-time employment as a teacher at a particular special school, subject to resignation, dismissal, suspension, or other disciplinary action for cause. A Teacher, Specialist, may acquire tenure only as a teacher. Subsection B, Acquisition of Tenure, tenure is acquired by meeting all of the requirements specified in any one of the following subsections: 1. Full-time service as a pre-tenured employee at one special school in one or more classes of employees for three (3) successive school terms or fiscal year, as applicable; and commencement of service upon reappointment for full-time service at that school for the next school term or fiscal year, as applicable. The tenure is in that school. For additional subsections, please refer to the Bargaining Unit 3 contract.