

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) 184-642-9153-001
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 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.


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.

% 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)
80%	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: <ul style="list-style-type: none"> • 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. • 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.
15%	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.
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
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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
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