



RB-INSTRUCTOR I

CHARACTERISTICS OF WORK:

This is highly specialized work with responsibility for the instruction of blind, visually impaired and disabled clients. Incumbent evaluates clients' instructional needs; develops plans, methods, and materials to meet those needs; and provides proper and adequate instruction. Duties are performed under the general supervision of the Instructional Services Supervisor.

EXAMPLES OF WORK:

Examples of work performed in this classification include, but are not limited to, the following:

Utilizes evaluation tools and analytical techniques to identify needs of individual clients in the instructor's area of specialty.

Plans and develops courses of instruction based on specific needs of the blind or visually disabled client to facilitate their adjustment.

Devises instructional material, methods, and aids to assist in the rehabilitation process.

Instructs client in the area of specialty to insure development of knowledge, skills and abilities which will enhance total rehabilitation.

Prepares and submits comprehensive evaluations of clients' achievements within the area of specialty.

Participates in center staffing of clients.

Develops schedules, programs, etc. for the area of specialty as required.

Instructs the client in the use of tactile and kinesthetic senses; traveling locally; safety in travel; cane techniques in travel, including negotiating steps; optical detection; and other techniques.

Initiates research appropriate in his/her department.

Instructs the client in traveling in adverse conditions, use of public transportation, and the availability of other means of travel such as sighted guides and guide dogs.

Performs related or similar duties as required or assigned.

COMPETENCIES:

The following competencies describe the knowledge, skills, abilities, and attributes that lead to a successful employee in this position. An applicant will be expected to exhibit these competencies or the ability to reach competency achievement within a specified time. These competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Example behaviors are listed below each

competency and are used for illustrative purposes only. Specific behaviors may be identified and included later by the hiring agency. It is understood that some of these behaviors might not be acquired until a reasonable time after hire. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

PUBLIC SECTOR COMPETENCIES:

Integrity: Demonstrates a sense of responsibility and commitment to the public trust through statements and actions.

Models and demonstrates high standards of integrity, trust, openness, and respect for others. Demonstrates integrity by honoring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.

Work Ethic: Is productive, diligent, conscientious, timely, and loyal.

Conscientiously abides by the rules, regulations, and procedures governing work. Meets deadlines. Work product is of a high quality. Follows through on assigned tasks until they are completed correctly. Takes ownership of tasks and duties.

Service Orientation: Demonstrates a commitment to quality public service through statements and actions.

Seeks to understand and meet and/or exceed the needs and expectations of customers. Treats customers with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service. Develops positive relationships with customers. Obtains first-hand customer information and uses it to improve projects and/or services.

Accountability: Accepts responsibility for actions and results.

Is productive and carries fair share of the workload. Focuses on quality and expends the necessary time and effort to achieve goals. Demonstrates loyalty to the job and the agency and is a good steward for state assets. Steadfastly persists in overcoming obstacles and pushes self for results. Maintains necessary attention to detail to achieve high level performance. Deals effectively with pressure and recovers quickly from setbacks. Takes ownership of tasks, performance standards and mistakes. Knows the organization's mission and functions and how it fits into state government.

Self Management Skills: Effectively manages emotions and impulses and maintains a positive attitude.

Encourage and facilitates cooperation, pride, trust and group identity. Fosters commitment and team spirit. Works effectively and cooperatively with others to achieve goals. Treats all people with respect, courtesy, and consideration. Communicates effectively. Remains open to new ideas and approaches. Avoids conflicts of interest. Promotes cooperation and teamwork. Continuously evaluates, adapts, and copes effectively with change. Allows self and others to make mistakes and learns from those mistakes. Adheres to high ethical standards.

Interpersonal Skills: Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships.

Demonstrates cross-cultural sensitivity and understanding. Identifies and seeks to solve problems and prevent or resolve conflict issues. Encourages others through positive reinforcement. Expresses facts and ideas both verbally and in writing in a clear, convincing and organized manner, helping others translate vision into action. Models appropriate behavior. Recognizes and develops potential in others; mentors. Builds constructive and effective relationships.

Communication Skills: Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.

Receives nonverbal cues, such as body language in ways that are appropriate to listeners and situations. Takes into account the audience and nature of the information. Listens to others and responds appropriately. May make oral presentations. Communicates ideas, suggestions and concerns as well as outcomes and progress throughout the course of an activity. Provides thorough and accurate information. Can accurately restate the opinions of others even when he/she disagrees.

Self-Development: Adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

Seeks efficient learning techniques to acquire and apply new knowledge and skills. Uses training, feedback, or other opportunities for self-learning and development. Develops and enhances skills to adapt to changing organizational needs. Remains open to change and new information and ideas. Is committed to and actively works to continuously improve himself/herself.

TECHNICAL COMPETENCIES:

Technical Proficiency: The ability and willingness to exhibit competency in the technical areas needed to do a specific job.

Reads, comprehends, and correctly applies all rules, regulations, and policies applicable to work assignments. Performs work with a minimum amount of supervision in areas that are familiar. Adheres closely to agency guidelines when utilizing case notes to track client progress. Knows how to accurately and effectively inspect each client's individual work/notes to determine his/her specific needs. Effectively ensures that his/her clients have the tools and knowledge needed to complete their assignments.

Workflow Management: The ability and willingness to perform work within defined specifications and timelines and to manage conflicting priorities.

Operates under specific time constraints and within specified deadlines. Effectively prioritizes tasks in order to meet deadlines. Works on appropriate priorities to get the job done. Regularly completes staffing reports by target deadlines. Completes and submits attendance logs, time allocation reports, leave forms and related documents in a timely manner.

Problem Solving/Decision Making: The ability and willingness cooperate with other employees in identifying and solving problems in order to effectively and efficiently complete assigned tasks.

Exhibits ability to identify and address issues. Ensures that all problems encountered are addressed at the appropriate level and communicates all relevant information on a timely basis with accuracy and completeness. Exercises sound reasoning. Displays the ability and willingness to work with other offices or other divisions in order to collectively complete assigned tasks or problems as that arise. Accurately recognizes when individual clients need customized assignments and/or additional assistance. Knows how to collaborate effectively with clients to assess their ability to develop skills tailored to their daily activities.

Stakeholder Relations: The ability and willingness to interact and communicate effectively with stakeholders.

Proactively provides stakeholders with proper information in an effort to reduce occurrences of future problems. Supports the agency mission and goals in all interactions with internal and external stakeholders. Acts as an advocate for agency policy. Fields information requests from stakeholders in a professional and timely manner. Demonstrates the ability and willingness to develop an effective referral network with agency counselors, ophthalmologists, optometrists, etc. Maintains effective peer groups in the local community to provide group support for client.

ESSENTIAL FUNCTIONS:

The essential functions include, but are not limited to, the following. Additional essential functions may be identified and included by the hiring agency.

1. Instructs blind, and/or visually impaired disabled clients in the development of knowledge, skills and abilities to enhance their overall rehabilitation.
2. Manages case record information in accordance with Independent Living Skills and Personal Adjustment Skills guidelines set by the agency, state, and federal regulations.
3. Establishes and maintains support, referral networks and community resources.
4. Performs administrative duties.

MINIMUM QUALIFICATIONS:

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

Physical Requirements: These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet physical requirements.

Light Work: May frequently walk or stand and/or frequently exert force equivalent to lifting up to approximately 10 pounds and/or occasionally exert force equivalent to lifting up to approximately 20 pounds.

Speaking/Hearing: Ability to give and receive information through speaking and listening skills.

Smell/Taste: Ability to use the sense of smell to identify and distinguish odors. Ability to use the sense of taste to identify and distinguish flavors.

Motor Coordination:

While performing the duties of this job, the incumbent is regularly required to use hands to finger, handle or feel objects, tools or controls; and reach with hands and arms; stand; and walk. The incumbent is frequently required to sit. The incumbent is occasionally required to climb or balance; and stoop, kneel, crouch, or bend.

EXPERIENCE/EDUCATIONAL REQUIREMENTS:

Education:

A Bachelor's Degree from an accredited four-year college or university in orientation and mobility instruction, social and rehabilitation services, education, rehabilitation teaching, home economics, recreation, or a related field.

INTERVIEW REQUIREMENTS:

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.

Additional essential functions and behavioral anchors may be identified and included by the hiring agency.