



Classification Summary

1. The position assists the teacher in planning and implementing educational and behavioral management programs and in providing services that enable students with developmental or other learning disabilities an additional opportunity to benefit from education.
2. Performs a variety of clerical tasks in support of and preparation for the educational process as well as duties of instructional assistance to the teacher using standardized lessons prepared with sample responses, or lessons prepared by teacher, or lessons prepared by assistant and approved by teacher. Monitors student progress and mastery of social and academic skills by means of periodic testing and evaluation.
3. Basic guidelines for class content and objectives are determined by the Supervisor; however, there is considerable latitude for Instructional Assistant autonomy in teaching methods. Considerable time is spent in lesson preparation and review before or after class hours, and students sometimes require additional counseling during after-school hours as well.

Distinguishing Characteristics

This class is distinguished from Instructional Assistant by the adaptation of student behavioral academic instruction to the specific needs of mildly disabled children. It is distinguished from Instructional Assistant - Severely Disabled by the behavioral and academic instruction of students with a lesser degree of developmental or learning disability.

Supervisory Relationships

1. The incumbent works under general direction of the school administrator and Special Education Coordinator and under direct supervision of the Resource Room or Self-Contained Classroom Teacher. May work in conjunction with a One-to-One Program Assistant.
2. May assign work to and review work of ESCAPE students, or parent and student volunteers.

Examples of Duties

1. Confer with teacher and assist in preparation of lessons appropriate to level of instruction; directly instruct students, review coverage and comprehension of subject matter and administer tests. Collect, sort and correct lessons and tests; record grades in ledger; compute weekly, monthly and term grades.
2. Redistribute lessons and review with students; file as necessary.
3. Monitor and supervise students engaged in activities initiated by the teacher. Record student progress and behavior on IEP (Individual Education Program) or other reports; document areas in need of emphasis or reiteration. Tutor on a one-to-one or small group basis as necessary.
4. Compose and format homework assignments, charts, posters, memos, newsletters and other items as requested by the teacher. Maintain filing system for these materials. Update bulletin board with displays pertinent to curriculum or student interest.
5. Prepare classroom materials using current office technology and equipment (e.g., computer systems, fax, copiers, etc.) and production equipment (e.g., thermofax, punching and binding machine, laminator).
6. Supervise students in the Resource Room, classroom or hallways as assigned; insure that an orderly atmosphere is preserved; control aggressive behavior, settle disputes and otherwise encourage cooperative, safe and well-mannered activity.
7. Assist in guiding children to develop proper emotional control and discernment in judging and reacting to social situations. Instruct in proper dress, grooming and health habits.
8. Orient substitute teachers as to class curriculum and location of teaching materials.
9. Arrange parent-teacher conferences; consult with other student instructors when a difficulty involving a specific child arises.

10. May budget expenditures for periodicals, textbooks and other supplies; inventory stock, complete purchase orders for additional materials, stock shelves upon arrival and otherwise maintain an inventory of supplies.
11. May supervise students in preparation for physical education and monitor activities so that safety precautions are upheld and unruly behavior does not transpire.
12. May assist students to board and exit the school bus safely.

Required Knowledge, Skills and Abilities

1. An ability to work with or lead students in group or individual instructional activities.
2. Knowledge of grammar, math, language arts, social sciences, health, penmanship and reading principles. Ability to adapt standard educational curriculum to the specialized needs of students with learning disabilities.
3. Ability to present instructional material in a clear, sequenced manner while sensitive to the needs of students and to adjust material according to their ability to comprehend.
4. Ability to respond to specialized health care requirements.
5. Ability to observe, interpret and record data involving the academic record and behavior of students.
6. Ability to type, prepare classroom materials or artwork, operate current office technology and equipment (e.g., computer systems, fax, copiers, etc.), or perform other clerical duties.
7. Ability to use or learn to use computers and appropriate computer software.
8. Ability to work independently and work harmoniously with other teachers and assistants.
9. Dependability, adaptability, patience, consistency, high level of communication skills, with resourcefulness are helpful, as is ability to deal with stress of working closely with disabled students.
10. Ability to assess situations and act swiftly and appropriately and with sound judgment for the safety and well-being of students and teacher.

Minimum Qualifications for Class Entry

1. High school diploma or equivalent.
2. Previous training, education, or experience in instructional techniques and behavior management and modification methods.
3. Previous training in basic clerical skills. Demonstrated ability to type.

Work Environment

The position works at an Elementary, Middle or High School in a Resource Room or Self-Contained classroom setting.