



EDUCATIONAL ASSISTANT – ONE-TO-ONE PROGRAM

Classification Summary

1. Provides a variety of services for individual students who require special assistance. Assists the teacher in planning and instituting behavioral management programs in providing specialized educational services that enable the developmentally disabled the opportunity to benefit from education. Appropriate activities are determined by the Oregon Board of Education guidelines.
2. Duties may range from (incidentally required) toileting, feeding and personal hygiene guidance to (more emphasized) instructional program implementation and motor skills development.

Distinguishing Characteristics

This class is distinguished from other Instructional Assistants by the emphasis on the instructional methods and program philosophy of the One-to-One Program.

Supervisory Relationships

Work is performed under the direct supervision of the classroom teacher and general direction of the school administrator and Special Education Coordinator.

Examples of Duties

1. Teach students in a one-on-one setting, if necessary assisting them to read or write; give assignments and document progress and areas in need of special emphasis or reiteration.
2. Communicate with parents when a problem or issue arises.
3. Work may include such tasks as the supervision of disabled students in classroom, hallway, lunchroom, or recess yard; restrain aggressive behavior and encourage considerate and orderly activity.
4. Assist teacher in determining focus of lesson activities, students' progress or grades.
5. Encourage students to be cooperative, tidy, and polite, assist students in brushing teeth, washing hands, combing hair and performing other functions of personal hygiene.
6. Type, duplicate and distribute classroom materials.
7. Maintain files of instructional materials, transparencies, tests, grading sheets and attendance records.
8. Administer spelling and math tests; corrects student tests and homework, and records scores in ledgers.
9. Orients and provides direction for substitute teachers.
10. May supervise special projects such as recycling, teaching of financial transaction skills, cleaning of school store, vocational training, library use or other activity.

11. May assist students who are blind or deaf or who need help eating, exercising or moving; may assist in the correct placement of instructional materials so that student is able to work comfortably.
12. May be required to hold a health card and administer medication including insulin.
13. Maintains regular and prompt attendance.
14. Performs other related duties as assigned.

Required Knowledge, Skills and Abilities

1. Ability to work with or lead students in group or individual instructional activities. Knowledge of grammatical, mathematical, language arts, social sciences, health, penmanship and reading principles.
2. Knowledge of direct instruction techniques and strategies and their application at the secondary level.
3. Ability to adapt standard curriculum to the needs of disabled students.
4. Ability to present instructional material in a clear, sequenced manner while sensitive to the needs of students and their ability to comprehend.
5. Ability to handle physical care needs. Ability to respond to specialized program requirements.
6. Ability to observe, interpret and record data involving the academic record and behavior of students.
7. 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.
8. Dependability, adaptability, patience, consistency, high level of communication skills, and resourcefulness.
9. Ability to deal with stress of working closely with disabled students.
10. Ability to assess situations and act 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 preferably specialized toward disabled students.
3. Previous training in basic clerical skills. Demonstrated ability to type.

Work Environment

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