

INSTRUCTIONAL ASSISTANT BILINGUAL

OVERALL JOB PURPOSE STATEMENT

Under the direction of an assigned administrator and the day-to-day supervision of a certificated teacher, the Instructional Assistant Bilingual assists students, teachers and parents in communicating effectively; assists with preparing materials and implementing lesson plans; sets up work area displays and exhibits; operates a variety of classroom equipment; distributes and collects papers; assists in the evaluation of student progress and/or implementation of student objectives; supports teachers in maintaining student files and records and in the completion of their work activities; maintains a safe and positive classroom environment; monitors, documents and reports student progress regarding behavior and performance; provides feedback and results to students and teachers; reinforces instruction as directed by the teacher; and assists in evaluating the English language ability of students.

DISTINGUISHING CHARACTERISTICS

This job is distinguished from similar jobs by the following characteristics: The Instructional Assistant Bilingual is assigned to assist teachers of students whose English language skills require bilingual instructional support. This classification differs from other classes of Instructional Assistants in that other positions in the Instructional Assistant series provide assistance to teachers in mainstream classrooms or to teachers of students with learning, physical, or behavioral challenges.

The primary purpose of this classification is to provide direct instructional support to assigned students and translate information as needed.

ESSENTIAL FUNCTIONS

- Translates verbal and written communications to assist students, teachers and/or parents in communicating effectively.
- Tutors students, individually or in small groups, in various subject areas to reinforce instruction from the teacher.
- Compiles data regarding student progress in language acquisition to document student performance and maintain updated records in accordance with established guidelines.
- Assists teachers with preparing and implementing lesson plans for students with limited English language proficiency including translating instructional materials, interpreting information and/or modifying materials.
- Confers with teachers and other personnel to assist in the evaluation of students' progress and/or implement student objectives.
- Performs various clerical support and record keeping activities to support teachers in the completion of non-instructional tasks.
- Observes students within the classroom academically and behaviorally according to approved procedures to assist teachers with maintaining a safe and positive learning environment.

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- Grades papers, essays, and exams using answer keys and scoring rubrics to provide results and feedback to students and teachers on students' mastery of subjects.
- Maintains various instructional records, files, supplies and work aids to ensure that the necessary materials are available as required.
- Administers tests and language assessments to students, under the guidance of a teacher, to evaluate students' language abilities and appropriate placement.
- Assists in the performance of other job-related duties as assigned to accomplish organizational goals.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Child guidance principles and practices, especially as they relate to English Language Learner students
- Basic subjects taught in the District schools, including math (e.g. algebra, geometry), grammar, spelling, language and reading
- Instructional materials and techniques
- Safe practices in a classroom environment
- Correct English and designated second language usage, grammar, spelling, punctuation and vocabulary
- Reading, writing, and oral communication skills
- Record keeping techniques
- Basic clerical practices and procedures including applicable software programs

ABILITY TO:

- Translate written materials and oral communication from English to a designated second language and from a designated second language to English
- Tutor individuals and small groups in academic subject areas
- Make mathematical calculations quickly and accurately
- Schedule activities
- Gather and collate data
- Prepare and maintain accurate records
- Prepare documents following prescribed formats
- Use basic, job-related equipment including pertinent software applications
- Work with a variety of data; analyze data utilizing defined but different processes
- Present information to others
- Problem solve by following prescribed guidelines to identify issues and select action plans
- Learn the methods, procedures, functions and limitations of assigned duties

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- Supervise and discipline students according to approved policies and procedures
- Lead, guide, and coordinate students
- Work under limited supervision using standardized practices and/or methods
- Understand and follow oral and written directions
- Communicate effectively orally and in writing with children and adults
- Read, interpret and follow rules, regulations, policies and procedures
- Maintain confidentiality
- Adhere to safety practices including safely handling hazardous materials
- Establish-and maintain effective working relationships with others
- Work with others in a wide variety of circumstances
- Work with a significant diversity of individuals and groups
- Understand the exceptional needs of English Language Learner students
- Establish rapport and interact effectively with students of varied ethnic/cultural backgrounds

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Never = 0%

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	Pushing and pulling; reaching above/at shoulder; climbing; balancing; crawling; power/firm grasping
Occasionally	Fingering/fine manipulation; walking; standing; twisting back; reach at, above, or below shoulder; stooping/bending, squatting/crouching, kneeling
Frequently	Sitting; lifting items up to 10 lbs. at waist height and carrying items up to a distance of 30 feet; simple grasping; neck flexion/rotation

Generally, the job requires 34% sitting, 33% walking and 33% standing.

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is typically performed in a classroom setting under minimal temperature variations and minimal hazardous conditions.

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EXPERIENCE

Six months of job related experience working with children is required. Experience may be paid or volunteer.

EDUCATION

Targeted job related education that meets organization's prerequisite requirements, including any education provisions mandated by the State or federal government.

REQUIRED TESTING

Pre-employment testing and assessment to demonstrate minimum qualifications required for the classification.

CERTIFICATES

None Specified

CONTINUING EDUCATION/TRAINING

First Aid and CPR Training as needed

CLEARANCES

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.