

INSTRUCTIONAL ASSISTANT II
INSTRUCTIONAL ASSISTANT II – BILINGUAL (LANGUAGE)

DEFINITION

Under the supervision of a site administrator and daily work direction of a credentialed Reading Specialist or special program teacher, provides instruction to typically below grade level students in a “pull-out” or “walk-in” specialized reading program; under supervisory guidance, develops weekly lesson plans and prepares or obtains a variety of lesson materials; utilizing test results, selects appropriate pre-leveled books according to the students’ abilities and interests; and performs other related duties as assigned.

The typical duties and employment standards are representative of positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position.

TYPICAL DUTIES

Provides instruction to groups of students as directed, to assist in improving their reading skills (comprehension, fluency, phonemic awareness, decoding strategies, etc.) by using designated, specific reading techniques; reads to students and listens to their reading; discusses specific vocabulary words to reinforce learning (definition, pronunciation, spelling, vowels, consonants, etc.); encourages small group discussions to enhance reading comprehension and develop higher-level thinking skills; instructs students in various writing activities to emphasize the book’s lesson and to practice proper sentence structure and grammar. Under supervisory guidance, plans and prepares reading lessons for presentation; selects appropriate pre-leveled books for each reading group; determines which lessons are needed to help reiterate a book’s reading lesson; researches resources to obtain supplemental materials or pre-made manipulatives to augment reading lessons being presented; develops supplemental materials such as vocabulary cards, sentence strips, word games etc.

Evaluates each student and the reading lessons for each group to determine if specific objectives are being met; confers with the credentialed Reading Specialist or special program teacher regarding student progress, lesson planning, specific reading techniques and training; confers with classroom teachers regarding student performance, progress and problems. Monitors the reading groups to motivate and encourage students to stay on task; follows policy for assertive discipline and orderly classroom management; monitors assigned areas such as playground, halls, etc., enforcing safety and appropriate behavior. Types, files, duplicates, assembles and laminates various reading group materials; operates a variety of office and instructional equipment as assigned. Maintains reading lesson materials and repairs books as needed; assist with re-classifying and re-numbering the different reading levels of books not pre-leveled; maintains written and computer records of student progress; performs other related duties as assigned.

Bilingual

In addition to the above duties, bilingual positions also translate orally and in writing, between English and a designated language. Interprets for the student as required, to assist in delivering reading lessons in the primary language and may serve as translator for the teacher in parent conferences.

DISTINGUISHING CHARACTERISTICS

The **Instructional Assistant II** provides instructional assistance in a general education “pull-out” or “walk-in” specialized reading program for students typically below grade level. This level is distinguished by incumbents (who generally report to a program specialist) having more independence and responsibility for obtaining or preparing a variety of instructional material and for planning the conduct of student learning during their sessions. Incumbents must meet these criteria in order to be assigned to this classification. The **Instructional Assistant I** assists one or more general education classroom teachers by reinforcing lesson concepts and skills in various academic areas according to the teacher’s plan. This is the entry-level classification in the Instructional Assistant series. The **Instructional Assistant-Opportunity** provides instructional assistance in an alternative education program (Opportunity) for at-risk students with serious behavioral challenges where the ability to constantly monitor and manage negative behavior issues is a necessary requirement of the position.

EMPLOYMENT STANDARDS

Knowledge of: Reading, writing and mathematics exceeding the 12th grade level; basic principles of child behavior and development; basic academic subjects taught in elementary and middle schools; basic instructional methods and techniques; classroom procedures and appropriate behavior; basic record keeping techniques.

Ability to: Read, write and speak English proficiently; assist in instructing or assist in instructing readiness for reading, writing and mathematics in a classroom or assigned learning environment; plan, organize, and conduct reading and other lessons under general guidance; independently manage small groups of students during assigned pull-out periods; follow directions of a program specialist and work collegially with teachers; select or develop appropriate exercises from available resources; demonstrate a high degree of initiative, energy, and responsibility for conduct and outcome of student study groups; work cooperatively with co-workers, school staff, parents and others; motivate, gain the cooperation of, and relate well to students as an adult role model; monitor and discipline students according to approved policies and procedures; be flexible and able to adapt to changes in routine and duties; be organized and manage time effectively; maintain records; be reliable in attendance, punctuality, and follow-through; maintain grooming and dress appropriate for job duties and as an adult role model; perform routine clerical duties and learn to operate instructional and office equipment. Bilingual positions require the ability to speak, read, and write a designated language in addition to English.

Essential Physical Activities and Work Environment: Sufficient stamina to stand, walk, sit, kneel, squat, bend, crawl, twist and reach on a daily basis to perform various activities in a classroom and playground area; sufficient strength to occasionally lift, move and/or carry various items in the classroom up to 25 lbs; sufficient visual acuity to read text in a wide variety of typed/written formats and monitor student activities; hearing sufficient to understand normal conversations; clarity of speech sufficient to explain instructional concepts to students and discuss them with adults; finger dexterity sufficient to operate a variety of office equipment, write and grasp, push and pull various light objects and equipment in a classroom setting; mobility sufficient to visit classrooms and other locations on campus. Work is performed in primarily indoor environments but the necessity to go to different locations involves some exposure to the outdoor elements.

Required Background: Possession of a secondary school diploma or its recognized equivalent and one of the following: 1) completion of at least two years of study (minimum 48 semester hours) at an institution of higher education; 2) possession of an associate's (or higher) degree; or 3) passing a rigorous assessment that demonstrates the knowledge of, and the ability to assist in instructing, reading, writing, and mathematics at a level meeting State and Federal requirements.

At least one year of work experience equivalent to an instructional assistant in a school district or current enrollment in a college or university teacher-credentialing program.

Qualifications: In order to be considered qualified for a vacancy in this classification, a candidate must possess the required background and successfully demonstrate such background, knowledge, skills and abilities through an examination process.