

INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION (Signing)**DEFINITION**

Under the supervision of a site administrator and daily work direction of a credentialed teacher (s), using basic signing skills, provides instructional assistance to students, individually or in groups, primarily in a self-contained Deaf and Hard of Hearing classroom; assists in the supervision of students in the classroom, at lunch, or during play; performs routine clerical duties; 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

Instructs individual or small groups of deaf and hard of hearing students, as directed by the teacher, in a self-contained DHH classroom; reinforces lesson concepts in various academic areas using the most appropriate sign language system; utilizes teacher-provided materials or selects instructional activities and techniques within a limited range consistent with the teacher's lesson plans to meet the needs of individual students; explains teacher instructions, activity directions, etc. to students as necessary. Prepares and assists in instructing students in the use of a variety of supplementary instructional materials and audiovisual aids; instructs students in use of appropriate oral language. Demonstrates or instructs students on life skills; monitors classroom to motivate and encourage students to stay on task; assists students in developing their self-control and social skills by following the teacher's plan for behavioral support and orderly classroom management; confers with the teacher regarding student performance, progress and problems. May support students in general education classrooms by providing basic interpreting and/or signing instructional assistance and modifying class activities, under the direction of the classroom teacher, for appropriate grade level.

Prepares instructional materials for each days lesson as directed by the teacher; types, files, duplicates, assembles, and laminates materials as directed; maintains written and computer records of student progress for teacher; operates a variety of office and instructional equipment as assigned; monitors students in assigned areas such as playground, halls, lunchroom, etc., enforcing safety and appropriate behavior; accompanies students on field trips as assigned; answers telephone calls and responds to bells, alarms and buzzers for deaf teachers; may assist students with toileting and care of related physical needs. Participates in in-service training as assigned; performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The **Instructional Assistant-Special Education (Signing)** primarily assists a credentialed teacher by providing instructional assistance in a Deaf and Hard of Hearing self-contained classroom. The incumbent in this classification presents learning materials and instructional exercises using signing skills and, on occasion, beginning-level interpreting skills. The **Interpreter for the Deaf II** provides interpreting and instructional assistance services to deaf and hard of hearing students and adults using advanced signing and interpreting skills. This level includes sign to voice and voice to sign at a conversational speed with grammatical correctness, adult and technical vocabularies, and a high degree of expression. The **Interpreter for the Deaf I** provides similar services as the II level above except at a lower skill level. This level provides the opportunity to develop skill while performing work of gradually increasing complexity by interpreting in a variety of educational settings for the deaf and hard of hearing students and adults. This level may be used to fill a vacant Interpreter for the Deaf II position under the PAR procedure.

EMPLOYMENT STANDARDS

Knowledge of: Reading, writing and mathematics exceeding the 12th grade level; basic American Sign Language; correct English usage and appropriate vocabulary; 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; problems and concerns of students hearing disabilities; basic record keeping techniques.

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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; communicate with deaf and hard of hearing students using basic American Sign Language consistent with everyday but not technical conversations; learn beginning level interpreting; assist with instruction and related activities in a classroom or assigned learning environment; reinforce instruction to individual or small groups of students in an assigned subject area as directed by the teacher; model appropriate oral language; perform basic mathematical computations accurately; work cooperatively and effectively with teachers and follow their directions; 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; be especially patient, consistent, caring and understanding in approach to students; monitor students and provide behavioral support according to approved policies and procedures; remain calm in stressful situations; be flexible and able to adapt to changes in routine and duties; be organized and manage time effectively; maintain records and confidentiality; 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; learn and apply basic first aid.

Essential Physical Activities and Work Environment: Sufficient stamina to stand, walk, sit, kneel, squat, bend, and reach on a daily basis to perform various activities in a classroom and playground; sufficient strength to carry small items and supplies in a classroom setting; 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 children and discuss them with adults; sufficient dexterity of fingers and hands to use sign language, operate a variety of office equipment, write and grasp, push and pull various light objects and equipment in a classroom setting; sufficient mobility 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.

Courses in, or experience using, basic signing techniques (e.g. American Sign Language I and II) and experience as an instructional assistant in a school district or equivalent paid or volunteer experience working with children with hearing or other disabilities.

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.