

SPECIAL EDUCATION ASSESSMENT ASSISTANT-BILINGUAL (LANGUAGE)**DEFINITION**

Under the supervision of a program specialist, assists school site special education professional staff in administering a variety of standard speech/language, auditory perceptual/memory, academic and adaptive behavior tests to limited or non-English speaking students to determine qualification to receive special education services; serves as an interpreter/translator between families or students and District staff; 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

Assists special education professional staff in the administration of a variety of standard speech/language, auditory perceptual/memory and academic tests by translating these tests to and interpreting accurate responses from limited or non-English speaking students; assists in the administration of adaptive behavior tests by conducting semi-structured interviews with non-English speaking parents to obtain information relating to the socialization and daily living skill level of students; assists in obtaining complete developmental, educational, and health histories of limited or non-English speaking students; assists in building a rapport between the professional staff and students/parents. As required, provides support to speech/language therapists in the primary language instructional areas of articulation, language and fluency. Provides skilled designated language interpretations/translations in a variety of other situations including scheduling initial meetings with parent/guardian(s), written examination responses, parent and professional staff meetings, IEP meetings, phone conversations, letters, documents, forms, etc. Travels to a variety of school sites to administer tests and attend meetings; performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The **Special Education Assessment Assistant-Bilingual (Language)** assists special education professional staff in administering a variety of tests to and interpreting accurate responses from limited or non-English speaking students to determine qualification to receive special education services. This classification is distinguished from Testing Assistant-Bilingual by the necessity for learning (1) more complex test administration procedures; (2) special education terminology; and (3) interviewing and information gathering techniques. The **Testing Assistant-Bilingual (Language)** administers complex standardized language proficiency tests to insure that students having a native language other than English, are placed in a program according to their English language ability level; evaluates test responses and records results; performs general clerical and computer data entry tasks in support of the program.

EMPLOYMENT STANDARDS

Knowledge of: Reading, writing and mathematics exceeding the 12th grade level; the designated culture (e.g. Hispanic); basic principles of child development or psychology; basic record keeping techniques.

Ability to: Assist in instructing or assist in instructing readiness for reading, writing and mathematics in a classroom or assigned learning environment; read, write, and speak English and a designated language at a level adequate to translate official written reports and documents and interpret rapid conversations in various situations such as IEP meetings and parent conferences; accurately explain unusual student responses in cultural context to the educational professional; understand and follow written and oral directions and manuals; maintain records; establish rapport and work sensitively, cooperatively, and effectively with students, parents, co-workers, staff, and the general public; demonstrate empathy,

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understanding, and patience; willingly make home visits; schedule, organize and plan work to meet established time lines; be flexible and adapt to changes in routine and work location; be reliable in attendance, punctuality, and follow-through; use judgment and discretion in maintaining the confidentiality of sensitive information; learn special education assessment terminology and processes, test administration and interviewing and information gathering techniques.

Essential Physical Activities and Work Environment: Sufficient visual acuity to read testing materials and other documents; sufficient hearing to understand student responses and normal conversations; sufficiently clear speech to give complex directions, answer phones, and communicate messages; sufficient mobility to travel to various work locations; sufficient strength to lift and carry testing materials and records; sufficient finger dexterity to manually record data. Work is performed in primarily indoor environments but the necessity to go to different locations involves some exposure to the 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 as an instructional assistant in a school district or equivalent paid or volunteer experience working with children in an organized instructional or child development setting. Experience conducting interviews or obtaining detailed information from adults is desirable.

Licenses and/or Certificates: Possession of a valid California Class C driver's license, and the use of an automobile or proof of an equivalent mode of personal transportation.

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.

Approved by Personnel Commission on March 15, 1988

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Revised 4/1991

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