

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Teacher Assistant Bilingual I and II	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	Career Lattice	FLSA:	Non-Exempt
JOB CLASS CODE:	0937	WORK YEAR:	10 to 12 Months
DEPARTMENT:	School Site	SALARY:	Range 37 TAB I Range 39 TAB II Salary Schedule C
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	08-13-84 02-24-97
		BOARD REVISION:	<u>05-03-94</u>
		HR REVISION:	04-26-12

LANGUAGE OPTIONS:

CAMBODIAN: Required to speak, read, and write fluently in English and Cambodian.
 CHINESE: Required to speak, read, and write fluently in English and Chinese.
 HINDUSTANI: Required to speak, read, and write fluently in English and Hindustani.
 HMONG: Required to speak, read, and write fluently in English and Hmong.
 JAPANESE: Required to speak, read, and write fluently in English and Japanese.
 KOREAN: Required to speak, read, and write fluently in English and Korean.
 LAOTIAN: Required to speak, read, and write fluently in English and Laotian.
 MIEN: Required to speak, read, and write fluently in English and Mien.
 RUSSIAN: Required to speak, read, and write fluently in English and Russian.
 SPANISH: Required to speak, read, and write fluently in English and Spanish.
 VIETNAMESE: Required to speak, read, and write fluently in English and Vietnamese.

BASIC FUNCTION:

Assist the classroom teacher in providing both English Language Development and access to the core curriculum in primary language to Limited-English Proficient students and other students. Provide instructional support to individuals or small groups of limited or non-English speaking students or other students in a classroom, pull-out, supervised, or other learning environment; prepare or modify instructional materials, and perform clerical duties as assigned; translate in writing or orally as required.

DISTINGUISHING CHARACTERISTICS:

Teacher Assistant Bilingual I is an entry-level career lattice position.

Teacher Assistant Bilingual II positions are filled by advancement from the class of Teacher Assistant Bilingual I, and assume responsibility for identifying areas of learning needs related to program objectives, and develops plans to implement the program. Plans will be reviewed by the instructor in charge prior to initiation. A Teacher Assistant Bilingual II may reasonably expect to advance to a Teacher Candidate position upon satisfactory completion of the requirements.

Teacher Candidate positions in this class are filled by advancement from Bilingual Teacher Assistant II.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Assist the classroom teacher with instruction and the development of lesson plans and courses of study for English Language Development; communicate with students in English and a designated second or third language to facilitate the instructional process. **E**

Tutor individuals or small groups of students as directed by the teacher; assist in providing access to the core curriculum through the primary language of the students by translating orally, presenting instructional materials, and reinforcing instruction or follow-up on student understanding of specific academic concepts. **E**

Prepare, administer, score, and record tests and papers as directed, including proficiency placement tests; maintain student records and files as directed; assist students in reviewing homework assignments and test results. **E**

Perform a variety of clerical duties, such as preparation of instructional materials and individual profile charts, scoring papers, recording grades, assist with attendance, maintaining records and files; operate a computer and standard office equipment. **E**

Provide support to teacher by setting up work areas, displays and exhibits, operating audiovisual equipment, operating educational training equipment, and distributing and collecting papers and supplies. **E**

Report progress regarding student performance and behavior as required; assist students with computer research. **E**

Confer with teachers concerning programs and materials to meet individual student needs; utilize appropriate methods of instruction to achieve goals and objects set forth in the Individual Education Plan (IEP) for mainstreamed students. **E**

Attend meetings and in-service training related to bilingual curriculum or student-related issues; attend and translate for parent conferences; translate letters and flyers for parents/guardians in designated language. **E**

Assist in organizing and directing games and recreational activities; lift light objects. **E**

Assist students by providing proper examples, emotional support, a friendly attitude, and general guidance; assist in registration activities and issues as appropriate. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Assume additional responsibilities, tasks, and duties as determined by the Principal or designee.

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from high school, one year of experience working with individuals or students in an organized setting and some experience working with people of various cultures, and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant.

Teacher Assistant Bilingual II must have served 75% or more of the school year as a Teacher Assistant Bilingual I and completed 90 accredited units of college-level work. Teacher Candidate Bilingual requires a minimum of 120 college units, served as a Teacher Assistant Bilingual II for the preceding two years at least 75% of the school year, and must show proof of current enrollment in subjects leading to a bachelor's degree and/or teaching credential.

LICENSES AND OTHER REQUIREMENTS:

Pass language tests to demonstrate proficiency in English and a designated second or third language.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Correct oral and written usage of English and a designated second or third language.

Guidance principles and practices.

Positive behavior reinforcement techniques.

Basic curriculum taught in the district schools.

Safe practices in classroom activities.

Reading, writing, listening, and speaking communication skills.

Interpersonal skills using tact, patience, and courtesy.
Basic record-keeping techniques.
Classroom procedures and conduct.
Operation of a computer and related software.

ABILITY TO:

Assist with the instructional and related activities of the assigned learning environment.
Read, write, and translate English and a designated second or third language.
Speak and interpret English and a designated second or third language.
Establish and maintain effective relationships with students, parents, staff, and the public including members of ethnic communities and foreign countries.
Demonstrate an understanding, patient, and receptive attitude toward individuals from foreign cultures and ethnic communities.
Perform clerical duties such as duplicating and maintaining records and files related to the instructional program.
Print and write legibly in English and designated primary language.
Understand and follow oral and written directions.
Read, interpret, and follow rules, regulations, policies, and procedures.
Lift light objects according to safety regulations.
Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
Communicate effectively, both orally and in writing.
Observe and control student behavior according to approved policies and procedures.
Operation of a computer and related software.
Operate instructional and office equipment.
Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Classroom/school site environment.

SAMPLE PHYSICAL ABILITIES:

Walk, stand, or sit for extended periods of time; bend at the waist or crouch to assist students; reach overhead, above the shoulders, and horizontally; hear and speak to exchange information in a designated second or third language; see to read a variety of materials and monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities, prepare materials, and operate standard office and classroom equipment; lift light objects.

SAMPLE HAZARDS

Exposure to erratic student behavior; may risk exposure to lice, bodily fluids, and communicable diseases.

(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)

APPROVALS:

Jess Serna, Chief Human Resources Officer

Date

Jonathan P. Raymond, Superintendent

Date