

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description**

TITLE:	Instructional Aide (D/HOH)	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	Career Lattice	FLSA:	Non-Exempt
JOB CLASS CODE:	1584 0973 Teacher Candidate Only	WORK YEAR:	10 Months
DEPARTMENT:	School Site	SALARY:	Range 29 Inst Aide (D/HOH) Range 33 Inst Ast I (D/HOH) Range 37 Inst Ast II(D/HOH) Range 41 Tchr Assc(D/HOH) Range 44 Teacher Candidate Salary Schedule C
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	08-22-83
		BOARD REVISION:	08-13-84
		HR APPROVAL:	06-30-10 08-10-12

BASIC FUNCTION:

Facilitate information between the Deaf and Hard of Hearing (D/HOH) using appropriate sign language systems; assist the classroom teacher in providing or reinforcing instruction to individuals or small groups of students; prepare instructional materials, and perform a variety of clerical duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Instructional Aide (D/HOH) is an entry-level career lattice position.

Instructional Assistant I (D/HOH) positions are filled by advancement from Instructional Aide (D/HOH), and assist in the preparation, organization, and implementation of short-term classroom projects identified by the instructor in charge. As proficiency develops, the Instructional Assistant I (D/HOH) functions with a greater degree of independence.

Instructional Assistant II (D/HOH) positions are filled by advancement from Instructional Assistant I (D/HOH), and assume additional delegated responsibilities for organizing and carrying through projects identified by the instructor in charge. As proficiency develops, the Instructional Assistant II (D/HOH) functions with a greater degree of independence.

Teacher Associate (D/HOH) positions are filled by advancement from Instructional Assistant II ((D/HOH), and assume responsibility for identifying areas of learning needs related to program objectives and develops plans to implement the program. The instructor in charge prior to initiation will review the plans. A Teacher Associate (D/HOH) may reasonably expect to advance to a Teacher Candidate position upon satisfactory completion of the requirements.

Teacher Candidate positions are filled by advancement from Teacher Associate (D/HOH).

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.)

Expressively and receptively facilitate communication between deaf and/or hearing students, staff, parents, and community members. **E**

Convey auditory environment stimuli to deaf students including bells, drills/alarms, coughing, computer signals, etc., which contribute to temporal processing and other cognitive skills. **E**

Support attempts for independent communication strategies. **E**

Structure signing system appropriate to the student's level of understanding with appropriate facial expressions. **E**

Under the direction of the classroom teacher, assist and tutor students in academic and non-academic subjects, listening skills, and speech including note taking; maintain updated journals on the progress and class assignments of students. **E**

Assist in supervising students during daily activities and during bus loading and unloading; assist in keeping facilities neat, clean, and safe; prepare materials for learning activities. **E**

Under the teacher's supervision, direct learning activities in the classroom and help maintain discipline, monitor the room, assist with instructional materials, and perform general clerical work and record-keeping activities. **E**

Accompany students on field trips during regular working hours. **E**

Assure the health and safety of students by following health and safety rules; assist students regarding the building of self-esteem, and development of a value system; assist students by providing proper examples, emotional support, friendly attitude, and general guidance. **E**

Confer with teachers concerning programs and materials to meet individual student needs; utilize appropriate methods of instruction to achieve goals and objectives set forth in the Individual Education Plan (IEP); attend IEP meetings and parent conferences. **E**

Participate in meetings and in-service training programs; lift moderately heavy objects. **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**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from high school, one year of experience working with deaf and hard of hearing individuals or students in an organized setting, 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. American Sign Language and Signed Exact English required.

Instructional Assistant I (D/HOH) requires one year of college-level work (30 accredited units). Instructional Assistant II (D/HOH) requires two years of college-level work (60 accredited units), and must have served 75% of the school year as an Instructional Assistant I (D/HOH). Teacher Associate (D/HOH) requires three years of college-level work (90 accredited units), and must have served 75% of the school year as an Instructional Assistant II (D/HOH). Teacher Candidate requires a minimum of 120 college units, served as a Teacher Associate (D/HOH) 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 the employee entrance evaluation (lifting test), and pass the test in expressive and receptive skills in sign language.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

American Sign Language.

Educational implications of hearing impairment.

Concerns and problems of deaf and hard of hearing students.

Basic subjects taught in district schools.

Correct English usage, grammar, spelling, punctuation, vocabulary, synonyms, homonyms, and syntax.

Child guidance principles and practices.
 Hearing aids and functions.
 Normal language development.
 Safe practices in classroom and playground activities.
 Interpersonal skills using tact, patience, and courtesy.
 Basic record-keeping techniques.

ABILITY TO:

Assist deaf and hard of hearing students in a flexible and understanding manner.
 Elicit appropriate responses from the deaf and hard of hearing.
 Provide instruction for deaf and hard of hearing students.
 Modify and prepare instructional materials for the deaf and hard of hearing as directed by the teacher.
 Establish and maintain effective relationships with adults and children.
 Perform routine clerical duties such as filing, duplicating, and maintaining records.
 Understand and follow oral and written directions.
 Provide instructional assistance to students in a variety of activities.
 Read and write clearly and distinctly.
 Use clear speech and correct lip movements in speech production with expressive face and eyes.
 Monitor the speech and language of deaf and hard of hearing students.
 Work cooperatively with others.
 Operate instructional, audiovisual, and duplicating equipment.
 Learn the functions, procedures, and limitations of assigned duties.
 Lift moderately heavy 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.
 Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

School classroom, multipurpose room, and playground 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; see to read a variety of materials and monitor student activities and behavior; dexterity of hands and fingers to sign and finger spell, demonstrate activities, prepare materials, and operate standard office and classroom equipment; repetitive use of shoulders, arms, hands, fingers, face, neck, back, lips and/or jaw, and respiratory; lift objects that are moderately heavy.

SAMPLE HAZARDS:

Repetitive shoulders, arms, hands, and fingers motion; exposure to lice, bodily fluids, and communicable diseases.

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

(Former Classification: Instructional Aide, (CH-D))

APPROVALS:

Jess Serna, Chief Human Resource Officer

Date

Jonathan P. Raymond, Superintendent

Date