

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Instructional Aide, Child Development	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	Career Lattice	FLSA:	Non-Exempt
JOB CLASS CODE:	9757	WORK YEAR:	10 to 12 Months
DEPARTMENT:	Child Development	SALARY:	Range 29 Instr Aide CD Range 33 Instr Asst I CD Range 37 Instr Asst II CD Range 41 Teacher Assoc CD Salary Schedule C
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	08-07-08
		HR REVISION:	04-26-12; 02-01-18

BASIC FUNCTION:

Assist the teacher in the care, supervision, and learning activities of children in a classroom or other learning environment for preschool children; provide quality child care and a safe and nurturing environment for children; assist in the preparation of instructional materials, and perform a variety of clerical duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Instructional Aide, Child Development, is an entry-level career lattice position.

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

Instructional Assistant II, Child Development, positions are filled by advancement from Instructional Assistant I, Child Development. The Instructional Assistant II, Child Development, assumes additional delegated responsibilities for organizing and carrying through projects identified by the instructor in charge. As proficiency develops, the Instructional Assistant II, Child Development, functions with a greater degree of independence.

Teacher Associate, Child Development, positions are filled by advancement from Instructional Assistant II, Child Development. The Teacher Associate, Child Development, assumes 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, Child Development, 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, Child Development, and represent the final step on the career lattice.

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.)

Tutor individuals or small groups of students, and reinforce instruction as directed by the teacher; perform a variety of clerical duties, such as preparation of instructional materials, attendance, and maintenance of records, logs, and files. **E**

Assist the teacher in a learning environment designed to develop the physical, cognitive, emotional, creative, and social skills of children. **E**

Assist the teacher with a variety of activities to meet the needs and interests of the children, such as indoor and outdoor games, songs and music, arts and crafts, reading, manipulative and sensory play, and movement activities; supervise children in outdoor play activities; implement indoor play and activities during foul weather. **E**

Provide support to teacher by setting up work and play areas, displays, and exhibits; operate audiovisual and educational training equipment; and distribute and collect papers and supplies. **E**

Assist school-age children with their homework. **E**

Participate in activities for infants and toddlers; assure that children are interacting in age-appropriate activities; escort toddlers and infants outside for play activities; check on sleeping infants. **E**

Prepare infant and toddler areas; clean, set up, and set out beds, cribs, playpens, mats, and highchairs, toys, and other materials; store equipment and toys in proper location after use; lift infants and toddlers. **E**

Maintain a clean, safe, sanitary, and orderly child care environment; disinfect toys and work surfaces; assist children with illnesses, and notify the supervisor of the need to notify the parent of an ill child; notify the supervisor of potentially dangerous or harmful conditions. **E**

Provide for the physical needs of the children by assisting with children's diapering and toileting needs; prepare bottles and feed babies; assist in meal/snack distribution; assist in nap time, toileting, and hand washing routines. **E**

Assure the health and safety of children by following health and safety rules; assist children regarding the building of self-esteem and development of a value system; assist children by providing proper examples, emotional support, friendly attitude, and general guidance; respond to a child's needs and problems in a patient, caring and sensitive manner. **E**

Observe and control behavior of children according to approved procedures; report progress regarding performance and behavior; assist in monitoring and controlling children in the classroom, on the playground, or on field trips; acknowledge and praise positive behavior. **E**

Participate in meetings and in-service training programs. **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 individuals or students in an organized setting, and a minimum of one of the following: 1) Associate's degree or 2) Child Development Associate Permit through the State of California Commission on Teacher Credentialing.

In addition to the above, the following is also required:

- a. Instructional Aides, Child Development, who work in infant and/or toddler classrooms are required to have 12 Early Childhood Education (ECE)/Child Development (CD) units, including three (3) units in Infant and Toddler Development.
- b. Instructional Aides, Child Development, who work in state-funded preschool classrooms or state-funded school-age classrooms with 28 or fewer students are required to have six (6) ECE/CD units. Those who work in state-funded school-age classrooms need three (3) of the six (6) units to be in School Age Education or Development.
- c. Instructional Aides, Child Development, who work in Head Start/Preschool classrooms are required to have 12 ECE/CD units, including courses in Child Development.
- d. Instructional Aides, Child Development, who work in school-age classrooms that are not state-funded do not have additional requirements.

Instructional Assistant I, Child Development, requires one year of college-level work (30 accredited units). Instructional Assistant II, Child Development, requires two years of college-level work (60 accredited units), and must have served 75% of the school year as an Instructional Assistant I, Child Development. Teacher Associate, Child Development, requires three years of college-level work (90 accredited units), and must have served 75% of the school year as an Instructional Assistant II, Child Development. Teacher Candidate requires a minimum of 120 college units, served as a Teacher Associate, Child Development, 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).

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Basic child guidance principles and practices.
Policies and objectives of the Child Development Program.
Basic subjects taught in district schools.
Safe practices in classroom and playground activities.
Basic instructional methods and techniques.
Needs, proper care, and characteristics of infants, toddlers, preschools, and school-age children.
Classroom procedures and appropriate student conduct.
Correct English usage, grammar, spelling, punctuation, and vocabulary.
Operation of standard office and classroom equipment.
Oral and written communication skills.
Interpersonal skills using tact, patience, and courtesy.
Record-keeping techniques.
Safety and health regulations, practices, and precautions.

ABILITY TO:

Assist the teacher with instructional and playground activities.
Provide quality child care and a safe environment for infants, toddlers, preschoolers, and school-age children.
Learn the procedures, functions, and limitations of assigned duties.
Assist children with personal needs.
Organize instructional materials.
Perform computational tasks with speed and accuracy.
Maintain classroom/center in a clean, sanitary, orderly and safe condition.
Read, write, and print legibly.
Use positive and proper methods of child control and behavior modification.
Understand and follow oral and written directions.
Establish and maintain cooperative and effective working relationships with others.
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.
Be flexible, and work effectively with constant interruptions.
Operate instructional and office equipment, and maintain records.
Lift infants and toddlers according to safety regulations.
Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Classroom, children's center, 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 children; reach overhead, above the shoulders, and horizontally to retrieve and store files; 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 demonstrate activities, prepare materials, and operate standard office and classroom equipment; lift infants and toddlers.

SAMPLE HAZARDS

Occasional contact with dissatisfied or abusive individuals; 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.)