

San Rafael City Schools

Position Description

Position: Instructional Assistant II – Bilingual	Work Calendar: 181 Work Days
Department/Site: School Sites	Non-exempt
Reports to/Evaluated by: Principal/Designee	Salary Grade: 108

Summary

Assists one or more teachers with one-on-one or small group tutoring and/or in the direct care, supervision, and support of the children in a regular and/or special education classroom setting where bilingual/bi-literate skills are required. Maintains and prepares classroom materials, records, and assigned student files. Provides instructional assistance that reinforces learning to individuals or small groups of students.

Distinguishing Career Features

The Instructional Assistant II – Bilingual provides instructional assistance to general and/or special education classrooms and/or for subject matter tutoring, where activities can be carried out by an incumbent who meets district and state requirements, namely the passing of a competency assessment in reading, writing, and mathematics as well as ‘tested’ bilingual/bi-literate skills. This position may require 6 semester units of early childhood education curriculum. Instructional Assistants II also require knowledge, skill, and ability to work with student populations that rotate from special education to general education classrooms. Certain assignments may require bi-lingual/bi-literate competency. Advancement potential exists to higher levels of para-educator support. These positions may have unique titles, qualifications, and require certification based on the level of need to serve students.

Essential Duties and Responsibilities

Incumbents in this position are qualified to perform all of the essential duties and responsibilities, however, may concentrate on a few depending on the needs of the teacher and school site administrators.

- Assists a teacher with implementing lesson plans by providing positive learning experiences for children.
- Provides subject matter tutoring in areas such as but not limited to Limited English Proficiency, Basic Skills, and classroom subject matter.
- Assists the instructor in maintaining a positive classroom environment by observing the activities of the children and maintaining order in or out of the classroom setting.
- Monitors classroom activities when a teacher is absent from the classroom for a limited time. Accompanies students going from one location to another. Observes and monitors behavior of students within approved procedures.
- Gives each child individual and special attention each day. Responds to each child’s particular needs and characteristics. Insures that all children receive equal attention.
- Assists a teacher with attendance recording. May contact parents concerning child’s attendance.

- Assists with and may administer English language development tests. Maintains files such as those for English learners.
- Reports to the instructor any signs of illness or distress observed in the children. Aids in dealing with the situation, as appropriate.
- May sets up and arranges supplies and equipment in the classroom.
- Performs clerical duties such as, but not limited to, preparation of teaching aids, labels, charts, bulletin boards, and displays.
- May attend conferences and/or Individualized Educational Plan (IEP) meetings as necessary to interpret and observe the connection between interventions and education goals.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires basic knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting. Requires working knowledge of the basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies. Requires a basic knowledge of teaching and instruction methods. Requires knowledge of basic clerical and record keeping processes. Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications. Requires sufficient human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise patience when conveying information, and demonstrate sensitivity to the needs of students. Requires knowledge of and competency in a second language.

▪ Abilities

Requires the ability to assist teaching staff with implementation of instructional goals and activities. Requires the ability to assess the needs of individual students and develop programs to meet those needs. Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties. Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks. Requires the ability to make informal presentations to individual and small groups of students and assist with demonstrations of assigned subject matter to classroom sized groups. Requires the ability to maintain confidentiality and impartiality when dealing with private and sensitive information. Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence and recognizes socioeconomic and cultural differences among children. Requires the ability to balance emotional support and discipline and deal with common behavior problems.

▪ Physical Abilities

Requires the ability to perform indoors in an office and/or classroom/laboratory environment engaged in work of primarily a sedentary to a moderately active nature. Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to

groups, and to hear sound prompts from equipment. Requires ambulatory ability to move about office, classroom/laboratory, and school grounds, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers. Requires the ability to lift, carry, push, and move supplies, furniture, etc., of light-to-medium weight (under 50 pounds) on an intermittent basis.

▪ **Education and Experience**

The position requires the equivalent of a high school diploma plus experience working with students in a classroom or equivalent environment and successful completion of a rigorous competency exam resulting in a certificate. Incumbents assigned to pre-school environments may be required to have 6 credit hours of early childhood education curriculum. Incumbents who have completed 48 or more college credit hours that are degree eligible, will be assigned to Instructional Support Specialist II or higher.

▪ **Licenses and Certificates**

May require a valid driver's license. Approved bilingual/bi-literate competency examination. May require a valid First Aid/CPR card.

▪ **Working Conditions**

Work is performed indoors and outdoors with some, yet infrequent exposure to health and safety considerations.

SRCS does not discriminate in any of its policies, procedures, or practices relating to employment, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Veteran status, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all basis of discrimination will apply to both education services and employment.

CSEA Approved: June 8, 2022

Board Approved: