



Sequoia Union High School District

Job Description

JOB TITLE:	Instructional Associate I / II / SR - Bilingual
REPORTS TO:	Instructional Vice Principal
CLASSIFICATION:	Classified – OT&P
SALARY SCHEDULE:	I – 8.5, II – 10.5, SR – 12.5
WORK - YEAR / HOURS:	9 months / 6 hours
LOCATION:	Various
BOARD APPROVAL:	11/5/97

DEFINITION

Under general supervision, to assist teachers and/or other certificated staff in the instruction, supervision, and training of non- or limited-English speaking students by performing a variety of instructional and clerical support duties; and to perform related work as assigned.

DISTINGUISHING CHARACTERISTICS

Instructional Associate I is the entry level in the series. Initially under close supervision, incumbents learn and perform a limited number of support duties of increasing complexity. Incumbents normally advance to the higher level of Instructional Associate II after gaining sufficient education and/or experience and proficiency to meet the requirements of the II level.

Instructional Associate II is the journey level in the series, performing the full range of instructional support activities and exercising judgment within a framework of policies and procedures. Incumbents normally reach this level after completing 30 units of college-level coursework and/or attaining three years of experience at the level of an Instructional Associate I.

Senior Instructional Associate is the advanced level in the series. Incumbents exercise considerable independent judgment and specialized skills in the performance of difficult and responsible instructional support work. Incumbents normally reach this level after completing 60 units of college coursework and attaining four years of experience at the level of an Instructional Associate II.

The majority of positions will be at the **Instructional Associate II** level. Those positions allocated to the higher level of **Senior Instructional Associate**, according to the allocation factors described below, typically work within specialized instructional programs of greater sensitivity, impact and complexity.

Factors Affecting Position Allocation

Although specific tasks may be quite different, incumbents in these classes perform similar kinds of responsible instructional support duties. Factors that determine allocation to the various classes are: the relative nature of duties performed, in terms of difficulty, complexity, variety, and specialized knowledge or skills required; the presence of clear guidelines, procedures and requirements governing the work, and the independence of action and decision; the scope and impact of the program area to which assigned; and the education and experience level of the incumbent.

EXAMPLES OF DUTIES

- Assists teacher and/or other certificated staff in operating a classroom or instructional program; translates assignments, materials and instructions into primary language of assigned student(s);
- Instructs/tutors assigned student(s) in academic, language, and/or specialized subject areas related to level of achievement; assists in developing and implementing lesson plans; presents and reinforces lessons and concepts, assists students in finding appropriate materials, answers questions, assigns and checks work, and otherwise facilitates student learning;
- Assists in the supervision of students to maintain safe and effective learning environment; Notes behavioral problems and effects discipline as necessary and appropriate;
- Performs a variety of clerical and administrative support functions such as, but not limited to, typing, filing, telephone work, recordkeeping, duplicating, etc;
- May take roll, administer and score tests, correct papers, complete forms, and perform related duties in support of efficient classroom management; may assist school staff in communicating with non- or limited-English-speaking families;
- Assists in organizing instructional environment; sets up supplies/equipment/materials; prepares charts, labels, teaching aids, bulletin boards, and displays; maintains supply inventories; assists in maintaining neatness and orderliness of instructional areas;
- Works closely with teacher(s) and administrator(s) in the observation, evaluation and communication of individual student progress, goals and objectives
- Operates varied office equipment, orders supplies, and performs related clerical duties.

QUALIFICATIONS

NOTE:

The required level and scope of the following knowledge and skills relate to the level of the position as defined in the distinguishing characteristics. Must meet the NCLB Instructional Associate minimum educational requirements by submitting the necessary documentation or passing the Sequoia District's Instructional Associate Exam.

Knowledge of:

- Designated academic, language, and/or specialized area of learning sufficient to instruct students at specified level of achievement.
- Language and culture of students in assigned program area.
- Proper English usage, grammar, punctuation, vocabulary and spelling.
- Proper classroom supervision techniques and procedures.
- General clerical procedures and practices.

Skill in:

- Instructing and supervising students in a variety of activities.
- Determining the needs of assigned students and effectively addressing those needs in a learning environment.
- Working independently and using sound judgment within scope of authority.
- Interacting effectively with a diverse student and teacher population.
- Clearly and correctly writing, reading and speaking in both English and a targeted language.
- Analyzing situations and taking appropriate and effective actions.
- Performing routine clerical work and operating standard office equipment including computers.
- Remaining calm and patient in stressful situations.
- Establishing and maintaining effective working relationships with those contacted in the

course of work.

- Interpreting and applying relevant laws, rules, policies and other guidelines associated with assigned functional area(s).

A typical way of acquiring the required knowledge, skills and abilities might be:

Instructional Associate I:

Any combination equivalent to graduation from high school and sufficient experience in general clerical and youth program work to have provided the required knowledge, skills and abilities.

Instructional Associate II;

Completion of 30 units of coursework from an accredited college or university; OR, any combination equivalent to graduation from high school and three years of experience at a level equivalent to Instructional Associate I.

Senior Instructional Associate:

Completion of 60 units of coursework from an accredited college or university, AND four years of experience at a level equivalent to Instructional Associate II, AND eligibility according to District performance criteria. Special skills may be substituted for up to 15 units of coursework.

PHYSICAL REQUIREMENTS

The physical abilities required of this classification may include the following:

- Vision which can be corrected to a level sufficient to successfully read hand-written, typed and computer-generated information and data, as well as computer terminal displays.
- Hearing and speech ability sufficient to enable communication by telephone and in person.
- Manual dexterity sufficient to use standard office equipment and supplies and to manipulate both single sheets of paper and stacks of papers and instructional materials.
- Physical ability to reach, lift, bend and grasp in order to manipulate instructional materials.

OTHER REQUIREMENTS