



Position: Paraprofessional II - Bilingual
Department: Various Work Sites
Reports To: Principal, Vice Principal, Director

FLSA: Non-Exempt
Pay Grade: 13

SUMMARY

Performs a variety of activities in support of special instructional programs including special education, interagency, and district-wide. Assists teachers and staff in development and implementation of programs, materials, and tests to enhance the student learning experience.

DISTINGUISHING CHARACTERISTICS

Level II Paraprofessionals is a mid-to-senior-level administrative or program support position. To function at this level the incumbent must have a thorough knowledge of the requirements of the Level I, and SpEd Paraprofessional positions, possess special knowledge in special education, district-wide programs, or other program requiring significant skill.

ESSENTIAL TYPES OF DUTIES (Examples)

- Works on an in-depth basis with small groups and/or individual students with special needs (e.g., severely disabled) to develop individual lesson plans and strategies for maximizing learning experiences for individual students in a specialized field of education;
- When working with severely disabled, assists students with certain medical and hygiene functions;
- Assists special program administrative or teaching staff with the preparation and presentation of inservice training sessions; assists in organizing meetings, participates in meetings to share information about program to which assigned;
- Confers with teachers, specialists and parents to develop and evaluate individual and group educational goals and objectives; assists school site(s) with the implementation of special programs as assigned;
- Visits school sites, homes, correctional facilities, etc., as directed to assist teachers and in the implementation of district-wide special programs such as, but not limited to GED, and low-incident special education;
- Administers informal assessment instruments (spelling tests, etc.), scores objective tests and written papers, and keeps appropriate records for teachers, including computerized grading systems;
- Assists in training instructional assistants and other school personnel to administer, score and record achievement and diagnostic tests required by the program; assists in reclassifying students according to proficiency.
- Confers, as needed, with teachers, resource staff, and other school personnel concerning programs and materials to meet student needs; alerts teacher to any special problems or information concerning students in

assigned program; arranges and participates in parent conferences;

- Assists special program administrative staff with the preparation and presentation of inservice training sessions; assists in organizing meetings; participates in meetings to share information about program to which assigned;
- Prepares and maintains a variety of files and records for assigned program;
- Operates a variety of office equipment as needed, including a computer, ditto machine and copier; performs clerical support duties as required; and
- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Thorough understanding of the instructional assistant programs throughout the District is required. Knowledge of the assigned special program is required. Understanding of the practices and principles of child guidance is required. Comprehensive understanding of the District and schools organization, operations and objectives is necessary. Above average analytical and assessment skills required. Well-developed communication skills are required to interact in both formal and informal settings, and with populations having difficulty with verbal and written communications. Requires good record keeping, clerical and computer skills. Demonstrated language proficiency on the District's Bilingual Exam.

Abilities: Ability to implement instructional goals and activities with special populations is required. Must have the ability to assess the needs of individual students and develop programs to meet those needs. Ability to interact with teachers, faculty, parents and specialists in order to carry out assigned duties is essential. Some positions at this level may require additional specialized skills such as second language, hearing-impaired instruction, etc. Requires the ability to produce routine written program reports and correspondence as required.

Physical Abilities: Requires sufficient arm, hand, finger dexterity in order to operate a personal computer keyboard, typewriter, and other office equipment. Requires visual acuity to read words, numbers. Requires lifting of light to moderate objects on an occasional basis, heavy weight objects on an infrequent basis, and sufficient ambulatory ability to stand for sustained periods of time. Requires ambulatory ability to go to different locations. Requires the ability to take precautions against a nominal exposure to health and safety risks. Requires speaking and hearing to communicate in person or over the phone.

Education and/or Experience: Must have obtained: 1) High School degree; 2) Associate's degree or higher, or completed two years (48 semester units) of study at an institution of higher education, or must pass District adopted test meeting State and Federal rigorous standards; and 3) One year additional training or experience working with students in a structured classroom or equivalent setting is required. Higher education may substitute for experience.

Licenses and Certificates: TB Test clearance, Criminal Justice Fingerprint clearance, and valid ARC First Aid and Cardiopulmonary Resuscitation Certificates. Demonstrated language proficiency on the District's Bilingual Exam.

Board Reviewed: January 14, 2010