

## Educational Service Unit 8

### Paraeducator Job Description

It is the policy of Educational Service Unit 8 to not discriminate on the basis of sex, disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. Job Title:** Paraeducator
- B. Department:** Instruction
- C. Education Level and Certification:** High school diploma. For paraeducator positions that work in Title I-funded programs, the paraeducator must have a high school diploma and either an associate's degree, two years of college, or a passing score on a state or local assessment that demonstrates their ability to assist with instruction in reading, writing, and math.
- D. Reports To:** Head Teacher & SPED Director
- E. Performance Responsibilities and Job Tasks**
1. Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities.
  2. Tutor and assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers.
  3. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
  4. Enforce administration policies and rules governing students.
  5. Observe students' performance, and record relevant data to assess progress.
  6. Discuss assigned duties with classroom teachers to coordinate instructional efforts.
  7. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.
  8. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
  9. Organize and label materials and display students' work in a manner appropriate for their eye levels and perceptual skills.
  10. Distribute tests and homework assignments and collect them when they are completed.
  11. Type, file, and duplicate materials.
  12. Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students.
  13. Use computers, audio-visual aids, and other equipment and materials to supplement presentations.
  14. Attend staff meetings and serve on committees, as required.
  15. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.

16. Carry out therapeutic regimens such as behavior modification and personal development programs, under the supervision of special education teachers, psychologists, speech-language pathologists or other professionals.
17. Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms.
18. Assist in bus loading and unloading.
19. Take class attendance and maintain attendance records.
20. Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices.
21. Organize and supervise games and other recreational activities to promote physical, mental, and social development.
22. Prepare lesson outlines and plans in assigned subject areas and submit outlines to teachers for review.
23. Maintain computers in classrooms and laboratories and assist students with hardware and software use.
24. Participate in teacher-parent conferences regarding students' progress or problems.
25. Plan, prepare, and develop various teaching aids such as bibliographies, charts, and graphs.
26. Conduct demonstrations to teach such skills as sports, dancing, and handicrafts.
27. Requisition and stock teaching materials and supplies.
28. Collect money from students for school-related projects.
29. Monitor classroom viewing of live or recorded courses transmitted by communication satellites.
30. Operate and maintain audio-visual equipment.
31. Enforce administration policies and rules governing students.
32. Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
33. Provide care for students, including reporting suspected child abuse or neglect to supervisor and provide medication administration as assigned.
34. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
35. Adhere to the code of ethics of the District for non-certificated staff. The Paraeducator must serve as a positive role model for staff and students.
36. Perform other tasks or duties as assigned by the Principal.

## **F. Required Knowledge**

The Paraeducator is to possess and effectively utilize knowledge in the following areas:

1. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
2. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

3. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
4. Mathematics—Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
5. Geography—Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
6. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
7. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

## **G. Required Skills and Abilities**

The Paraeducator is to possess and effectively utilize the following skills and abilities:

1. Communication:
  - a. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
  - b. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
  - c. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
  - d. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
  - e. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing.
2. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
3. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
4. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
5. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
6. Time Management—Managing one’s own time and the time of others.
7. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
8. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong.

9. Service Orientation—Actively looking for ways to help people.
10. Coordination—Adjusting actions in relation to others' actions.
11. Mathematics—Using mathematics to solve problems.
12. Persuasion—Persuading others to change their minds or behavior.
13. Negotiation—Bringing others together and trying to reconcile differences.
14. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
15. Reasoning—Deductive: The ability to apply general rules to specific problems to produce answers that make sense. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
16. Fluency of Ideas—The ability to come up with a number of ideas about a topic.
17. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
18. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
19. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

## **H. Work Activities**

The Paraeducator is to perform the following work activities:

1. Communicating with Supervisors, Peers, or Subordinates—Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
2. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
3. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as students and coworkers.
4. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes: establishing and maintaining positive and appropriate relationships with students.
5. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Resolving problems in educational settings.
6. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
7. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
8. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish your work.
9. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or

- instructing others. This includes: coordinating educational content, demonstrating physical activities, developing instructional materials and teaching aids, organizing educational material or ideas, preparing audio-visual teaching aids, selecting teaching materials to meet student needs, and using classroom management techniques.
10. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
  11. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form. This includes: recording student progress.
  12. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes: using interpersonal communication techniques, inventory control procedures, knowledge of multi-media technology, oral or written communication techniques, special education techniques, and teaching techniques.
  13. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. This includes: recognizing student learning levels and student problems.
  14. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. This includes: resolving behavioral or academic problems.
  15. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used.

## **I. Required Employee Characteristics**

The Paraeducator is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.

**J. Working Conditions**

1. Inside heated and air conditioned classroom.
2. Outside for activities with students and student supervision.
3. Exposure to incidents of aggression when working with students with behavioral impairments.

**K. Essential Functions:** The essential functions of the Paraeducator position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities to perform the identified work activities; (3) the ability to implement approved physical intervention techniques to respond to student behaviors; and (4) the ability to perform the following identified physical requirements:

<b>Physical Requirements Paraeducator</b>		Item is not a requirement of the job NE	Occasional – up to 33% of time NE	Occasional/Essential – up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
<b>E = Essential</b>						
<b>NE = Non-Essential</b>						
<b>Stamina</b>						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
<b>Flexibility</b>						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head		X			
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
<b>Activities</b>						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job		X			
14.	Typing non-stop		X			
<b>Use of Arms and Hands</b>						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds			X		
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
<b>Carrying</b>						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				