TEACHING ASSISTANT- BILINGUAL
ADULT EDUCATION (CONSTRUCTION)

Definition:
To provide assistance to certificated staff in providing instruction and training to students whose primary language is not English; perform a variety of bilingual instructional services within a well-defined framework of policies and procedures; provide a range of bilingual instructional training experiences in a variety of educational environments which may include specific classrooms, learning centers, vocational programs, the community and/or other instructional facilities, and to perform related duties as assigned.

Distinguishing Characteristics:
Incumbent works closely with the teacher and follows detailed instruction and/or established practices and procedures. Uses judgment and initiative in performing job and works with students from varied and diverse backgrounds. Incumbent in this job class may be assigned to a specific classroom or multiple classrooms; may serve students with any, or combination of, the following conditions: limited- or non-English population, communication disorders (including non-verbal); hearing/vision impairment, learning disorders, emotional disturbances, behavior disorders.

Supervision Exercised and Received:
General direction is provided by the Principal or Assistant Principal.

Examples of Duties and Responsibilities:
Duties and responsibilities may include, but are not limited to, the following:

- Assists in direct instruction, including:
  - Vocational skills, job- and work-related tasks
  - Safe work practices including Personal Protective Equipment, Tool usage and Equipment Operation
  - Academics—reading, writing, math concepts
  - Speech/language—communication skills
  - Community-based instruction
  - Specialized subject areas, based on individual needs

- Maintains an effective learning environment through student supervision, class management, and student discipline;

- Makes effective use of materials, media, audio-visual, equipment and supplies;

- Prepares bilingual instructional materials to include worksheets and manipulatives, and may translate instructional materials when assigned;

- Performs a variety of clerical tasks, including typing, making copies, collating, gathering resource information and materials, filing, food program record keeping, fundraising activities, answering phones, taking and relaying messages, word processing;

- Participates in job-related meetings as requested;

- Contributes relevant feedback/information on student progress through observation, interaction and maintaining accurate records;

- Maintains informational and operational records and files, including test/homework scores, student work, meal counts, incident reports, and other records related to student instruction;

- Monitors and assists students in using adaptive devices; i.e., electric wheelchairs, hearing aids, speech synthesizers, cassette players, VCRs, and various recreational equipment;

- Provides direction and support to peer tutors/student assistants including lifting of students, safe and healthful work habits;

- Maintains cooperative relationships with all parents/care providers, staff and students;

- May participate in Individualized Education Program (IEP) meetings to facilitate communication with parent(s) or guardians, when assigned.

- Performs related duties as assigned.
**Employment Standards:**

Knowledge of:

- General classroom procedures and equipment;
- Pertinent academic areas and learning situations;
- Basic Construction Techniques and Safety;
- Standard English usage, spelling, grammar and punctuation;
- Standard office machines, including computers;
- Safe work practices and proper lifting techniques.

Ability to:

- Communicate effectively in both oral and written form, using standard English and a second language correctly, and provide instruction in both languages;
- Translate instructional materials into a second language, such as Spanish;
- Respond promptly to request of internal and external clients; provide them needed information, assistance, training, materials and resources;
- Maintain student and classroom records;
- Establish and maintain cooperative working relationships with those contacted during performance of job duties;
- Work independently with general guidance as needed;
- Develop rapport with all students, being fair, consistent and respectful;
- Plan, organize and prioritize own work to meet deadlines and accomplish assigned tasks within established deadlines;
- Perform competently and demonstrate skills and knowledge in the area of responsibility;
- Establish an instructional environment to meet individual student need;
- Learn assistant teaching strategies and behavior and anger management techniques;
- Work effectively with students during activities which require twisting, pushing, pulling, bending, lifting, climbing, kneeling and other physical activities as needed;
- Take appropriate action in emergency situations; follow procedures in a calm, responsible manner;
- Facilitate age-appropriate interactions, activities and instruction to all students regardless of disability or language skills;
- Analyze situations including instruction, class and behavior management and implement an effective course of action;
- Recognize, stimulate and solicit student interest, input and participation to the fullest extent of each student’s potential;
- Maintain and improve professional skills and knowledge;
- Be flexible and receptive to change;
- Learn basic first aid and CPR.

**Desirable Qualifications:**

- Knowledge of adult learning theories;
- Knowledge of construction skills and trades.
- Knowledge of culturally diverse populations.

**Education and Experience:**

Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

**Education:**

- One of the following three is required:
  - High school diploma or the equivalent, **and**
  - Two years of college (48 units), **or**
  - A. A. degree (or higher), **or**
  - Pass a local assessment of knowledge and skills in assisting in instruction.
Experience:

- At least one year paid or volunteer experience working in an instructional environment with second language learners.

**Physical Demands (Level I):**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Note - Terms used in this section are defined as follows: Rarely: 1 to 10%; Occasionally: 11 to 33%; Frequently: 34 to 66%; and Continuously: 67 to 100% of the workday.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Sitting</td>
<td>Rarely</td>
</tr>
<tr>
<td>Standing/Walking</td>
<td>Frequently</td>
</tr>
<tr>
<td>Waist Bending</td>
<td>Occasionally to Frequently</td>
</tr>
<tr>
<td>Neck Bending</td>
<td>Occasionally to Frequently</td>
</tr>
<tr>
<td>Squatting</td>
<td>Frequently</td>
</tr>
<tr>
<td>Climbing</td>
<td>Occasionally</td>
</tr>
<tr>
<td>Kneeling</td>
<td>Frequently</td>
</tr>
<tr>
<td>Crawling</td>
<td>Rarely</td>
</tr>
<tr>
<td>Neck Twisting</td>
<td>Occasionally to Frequently</td>
</tr>
<tr>
<td>Waist Twisting</td>
<td>Frequently</td>
</tr>
<tr>
<td>Pushing/Pulling</td>
<td>Frequently to Continuously - up to 100 to 150 lbs. at a time</td>
</tr>
<tr>
<td>Running</td>
<td>Rarely</td>
</tr>
<tr>
<td>Reaching</td>
<td></td>
</tr>
<tr>
<td>Above Shoulder</td>
<td>Frequently</td>
</tr>
<tr>
<td>Below Shoulder</td>
<td>Frequently</td>
</tr>
<tr>
<td>Lifting/Carrying</td>
<td></td>
</tr>
<tr>
<td>0-10 lbs</td>
<td>Frequently - weights carried 50 to 100 feet at a time</td>
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<tr>
<td>11-25 lbs</td>
<td>Frequently - weights carried up to 100 feet at a time</td>
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<tr>
<td>26-50 lbs</td>
<td>Frequently - weights carried 10 to 100 feet at a time</td>
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<tr>
<td>51-75 lbs</td>
<td>Frequently - <em>with assistance</em> - weights moved several feet at a time for toileting and transfers</td>
</tr>
<tr>
<td>76-150 lbs</td>
<td>Occasionally - <em>with assistance</em> - weights moved several feet at a time for toileting and transfers</td>
</tr>
<tr>
<td>Hand Activities</td>
<td></td>
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<tr>
<td>Repetitive Hand Use</td>
<td>Frequently</td>
</tr>
<tr>
<td>Simple Grasping</td>
<td>Frequently</td>
</tr>
<tr>
<td>Power Grasping</td>
<td>Occasionally</td>
</tr>
<tr>
<td>Fine Manipulation</td>
<td>Rarely</td>
</tr>
<tr>
<td>Hand and Arm Twisting/Turning</td>
<td>Occasionally to Frequently</td>
</tr>
<tr>
<td>Computer Operation/Writing</td>
<td>Rarely</td>
</tr>
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</table>
• Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance.
• May be required to accompany students on field trips, which may require maneuvering into awkward positions at construction sites.
• Must be able to communicate and exchange information, effectively, discreetly, and accurately in a high activity environment with staff, students.
• Must be able to express self effectively, verbally and non-verbally in classroom with staff and students.
• Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
• Must be able to monitor students and staff visually and non-visually to effectively assist in the management of an orderly and safe learning environment.
• Must have normal vision, corrected or uncorrected.

Work Environment:
The following conditions may be present:

• Walking on uneven ground when outdoors
• Exposure to student illnesses, injuries, infections, and bodily fluids
• Exposure to weather elements
• Exposure and use of power tools and heavy equipment
• May be exposed to chemicals contained in cleaning products
• May be required to maneuver into awkward positions

Other Requirements:
• Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
• TB testing will be required upon employment.
• Must pass a pre-employment physical (if applicable).
• May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
• May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.

Additional Information:
• When a position is designated as requiring a second language proficiency; signing proficiency; Braille proficiency; the employee may be entitled to a five (5) percent premium based on demonstrated proficiency in the skill area required.
• An employee assigned to work three days or more per week without the teacher present in a community based instruction program will also receive a five (5) percent premium.
• An employee who has education above the minimum required (e.g., BA or BS degree in a related field, or 24 units in Child Development) may apply for a five (5) percent premium.