

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Instructional Aide	<b>CLASSIFICATION:</b>	Classified Non-Management (SEIU/Aide-Paraprofessional)	
<b>SERIES:</b>	Career Lattice	<b>FLSA:</b>	Non-Exempt	
<b>JOB CLASS CODE:</b>	0948 0973 Teacher Candidate Only	<b>WORK YEAR:</b>	10 Months	
<b>DEPARTMENT:</b>	School Site	<b>SALARY:</b>	Range 28 Instructional Aide Range 32 Instruct Asst. I Range 36 Instruct Asst. II Range 40 Teacher Associate Range 44 Teacher Candidate Salary Schedule C	
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	01-17-66	08-27-74
		<b>BOARD REVISION:</b>	07-28-66	08-28-74
			<u>07-13-70</u>	<u>06-30-10</u>
		<b>HR REVISION:</b>		

**BASIC FUNCTION:**

Assist the classroom teacher in providing or reinforcing instruction to individual or small groups of students in a classroom or other learning environment; assist in the preparation of instructional materials, and perform a variety of clerical duties as assigned.

**DISTINGUISHING CHARACTERISTICS:**

Instructional Aide is an entry-level career lattice position.

Instructional Assistant I positions are filled by advancement from Instructional Aide. Instructional Assistant I assist in the preparation, organization, and implementation of short-term classroom projects identified by the instructor in charge. As proficiency develops, the Instructional Assistant I functions with a greater degree of independence.

Instructional Assistant II positions are filled by advancement from Instructional Assistant I. The Instructional Assistant II assumes additional delegated responsibilities for organizing and carrying through projects identified by the instructor in charge. As proficiency develops, the Instructional Assistant II functions with a greater degree of independence.

Teacher Associate positions are filled by advancement from Instructional Assistant II. The Teacher Associate assumes responsibility for identifying areas of learning needs related to program objectives and develops plans to implement the program. The instructor in charge prior to initiation will review the plans. A Teacher Associate may reasonably expect to advance to a Teacher Candidate position upon satisfactory completion of the requirements.

Teacher Candidate positions are filled by advancement from Teacher Associate and represent the final step on the career lattice.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Tutor individuals or small groups of students, and reinforce instruction as directed by the teacher; prepare materials for classroom use for students; correct and record tests, and record results on student profiles and other records of students. **E**

Observe and control behavior of students according to approved procedures; report progress regarding student performance and behavior; assist in monitoring and controlling students in the classroom, on the playground, or on field trips. **E**

Perform a variety of clerical duties such as preparation of instructional materials, scoring papers, recording grades, taking attendance, and maintaining records and files. **E**

Provide support to teacher by setting up work areas, displays, and exhibits, operating audiovisual equipment, operating educational training equipment, and distributing and collecting papers and supplies. **E**

Assure the health and safety of students by following health and safety rules; assist students regarding the building of self-esteem, and development of a value system; assist students by providing proper examples, emotional support, friendly attitude, and general guidance. **E**

Confer with teachers concerning programs and materials to meet individual student needs; utilize appropriate methods of instruction to achieve goals and objectives set forth in the Individual Education Plan (IEP) for mainstreamed students. **E**

Administer achievement tests to foster students, evaluate results for tutoring, create individual tutoring programs for each student who qualifies, tutor and work independently with student outside of the classroom; administer post test to measure growth of tutored students, and submit student growth data for reporting purposes; act as a liaison between district personnel, foster parents, and social workers on behalf of students. **E**

Catalog and prepare books, videos, and reference materials for circulation; check books in and out; prepare fine letters; reshel, display, repair, and inventory books; assist students with library research. **E**

Participate in meetings and in-service training programs; assist in keeping facilities clean and safe; lift light objects. **E**

Assist in organizing and directing games and recreational activities; direct group activities with students as assigned. **E**

Assist students in developing effective basic life skills they need to live independently. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Perform related duties as assigned.

### **TRAINING, EDUCATION, AND EXPERIENCE:**

Graduation from high school, one year of experience working with individuals or students in an organized setting, and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant.

Instructional Assistant I requires one year of college-level work (30 accredited units). Instructional Assistant II requires two years of college-level work (60 accredited units), and must have served 75% of the school year as an Instructional Assistant I. Teacher Associate requires three years of college-level work (90 accredited units), and must have served 75% of the school year as an Instructional Assistant II. Teacher Candidate requires a minimum of 120 college units, served as a Teacher Associate for the preceding two years at least 75% of the school year, and must show proof of current enrollment in subjects leading to a bachelor's degree and/or teaching credential.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

Basic child guidance principles and practices.

Basic subjects taught in district schools.

Safe practices in classroom and playground activities.

Basic instructional methods and techniques.

Classroom procedures and appropriate student conduct.

Correct English usage, grammar, spelling, punctuation, and vocabulary.  
 Operation of standard office and classroom equipment.  
 Oral and written communication skills.  
 Interpersonal skills using tact, patience, and courtesy.  
 Record-keeping techniques.

**ABILITY TO:**

Assist in providing instruction to individuals or small groups of students at an assigned school site.  
 Perform clerical duties such as filing, duplicating, and maintaining routine records.  
 Print and write legibly.  
 Maintain records.  
 Organize instructional materials.  
 Perform computational tasks with speed and accuracy.  
 Understand and follow oral and written directions.  
 Learn the procedures, functions, and limitations of assigned duties.  
 Communicate effectively with children and adults.  
 Establish and maintain cooperative and effective working relationships with others.  
 Communicate effectively, both orally and in writing.  
 Lift light objects according to safety regulations.  
 Be flexible, and work effectively with constant interruptions.  
 Conform to and support the assigned teacher's style of classroom management.  
 Monitor and discipline students according to approved policies and procedures.  
 Operate instructional and office equipment.  
 Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.  
 Meet state and district standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

School classroom, multipurpose room, and playground environment.

**SAMPLE PHYSICAL ABILITIES:**

Walk, stand, or sit for extended periods of time; bend at the waist, kneel, or crouch to assist students; reach overhead, above the shoulders, and horizontally; hear and speak to exchange information; see to read a variety of materials and monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities, prepare materials, and operate standard office and classroom equipment; lift light objects.

**SAMPLE HAZARDS**

Occasional contact with dissatisfied or abusive individuals; exposure to erratic student behavior; may risk exposure to lice, bodily fluids, and communicable diseases.

*(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)*

**APPROVALS:**

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Robert R. Garcia, Chief Human Resources Officer

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Date

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Jonathan P. Raymond, Superintendent

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Date