

**EDUCATIONAL ASSISTANT III
(Special Education)**

I. DISTINGUISHING CHARACTERISTICS

Positions in the Educational Assistant III class independently provide social, vocational, and daily living instruction to disabled students in a school and/or community setting to enable them to function as independently as possible.

II. INTRODUCTION

- A. The function of this organizational unit is to support educational services to students with disabilities. The mission of special education is to provide appropriate educational programs and support services which will enable all students with disabilities to become self-sufficient to the extent their disabilities permit; to realize their potential; to attain self-worth and personal dignity; and to become participating members of their families and society.
- B. The purpose of this position is to provide paraprofessional support services to students with disabilities.

III. MAJOR DUTIES AND RESPONSIBILITIES

** At least 40% of the position's total time must be spent in performing a variety of tasks identified by asterisk.*

- A. Instruction Related/Special Education Support Tasks 75%
 - *1. Provide reinforcement and repetitive drill activities in accordance with the Individualized Educational Plan (IEP).
 - *2. Assist students with drill/practice activities and provides support activities as needed by the students. Provide appropriate correction and/or clarification.
 - 3. Supervise independent study activities or small groups, as planned and prescribed by the teacher, by providing task instruction, feedback to questions and answers and follow-up assignments.
 - *4. May accompany and supervise students off campus as part of the students' instructional program. Instructional emphasis may vary including basic skills (motor, communication, social and academic), functional academic skills, safety skills, specific job skills, domestic training, shopping, using community resources and public transit, recreational activities in the community, social interaction, mobility and safety, etc.

- *5. Follow through with IEP determined individual student behavior management plans as directed by the classroom teacher by using appropriate behavior management techniques.
6. Correct students' written assignments for subsequent grading by teacher and to insure timely feedback to students.
- *7. Report observations on student progress, learning behavior, instructional needs, etc. to the teacher or therapist upon request. May make recommendations as to follow-up activities and the need for further assistance to the student.
- *8. Instruct students in the development of appropriate social behaviors and self help/basic life skills.
9. Administer group/individual assessment instruments and give make-up tests. Correct using answer keys provided by the teacher.
- *10. Conduct other direct instructional activities as planned and prescribed by the teacher.
11. Locate and/or prepare instructional materials and resources requested by teachers to support instructional objectives.
12. Gather, record and maintain pertinent data on students academic progress, behavior, etc. as required by the teacher.
- *13. Participate in parent-teacher conferences, if requested, by providing input on student performance, progress, behavior, etc., as observed during school activities.
14. Maintain inventory of instructional resources and materials.
15. Participate in meetings, workshops, and other training activities to keep abreast of current methods and techniques relating to the duties and responsibilities assigned to this position.
16. Create and maintain bulletin boards. Create other classroom displays and materials (i.e., visual aids, posters, charts, etc.).
- *17. Assist teachers, therapists and other professionals with implementation of IEP goals and objectives for students with health and physical problems.
- *18. Provide range of motion and other therapeutic activities as planned and prescribed by appropriate professional(s).
- *19. Record and maintain student progress through observations and other evaluation activities. Discuss student progress with classroom teacher and/or professional(s).

3.11

- *20. May adapt and/or modify materials or activities for individual student(s) as necessary and as approved by the classroom teacher or professional.
- *21. Instruct/assist students with personal care, cleanliness and other life skills (i.e., to use bathroom, clean up after toileting accidents, change clothing when necessary, etc.).
- 22. Operate a variety of equipment/instruments used for classroom or therapeutic needs.

B. Student Supervision/Classroom Management**10%**

- 1. Supervise before, during, and after class activities including tutoring sessions, examinations, enrichment activities, detention, independent study, and classroom management.
- 2. Assist teachers in the supervision of students during excursions, field trips, assemblies, fire drills and other school activities.
- 3. Assist teachers in the management of student behavior by explaining school rules, encouraging students to conform to appropriate behavior, mediating arguments and classroom situations, etc.
- 4. Assist teachers with the logistics of field trips/student activities, etc.

C. Clerical Support Tasks**10%**

- 1. Perform simple typing of memoranda, correspondence, reports, lessons, quizzes, student records and forms, lists, purchase orders, requests for repairs or maintenance, office supplies, etc.
- 2. Maintain a variety of files, records, logs, etc.
- 3. Maintain student records, forms, program cards, folders, transcripts, test scores, etc.
- 4. Compile numerical or statistical data for tables, charts, etc. as requested. Complete totals and other summaries.
- 5. Prepare simple reports as directed.
- 6. Duplicate a variety of materials using an automatic copier or duplicating machine; collates as directed.
- 7. Contact parents as directed to provide or obtain information.

D. Perform other related duties as assigned.**5%**

IV. CONTROLS EXERCISED OVER THE WORK**A. Supervisor:**

Position is under the general supervision of the classroom teacher.

B. Nature of Supervisory Control Exercised Over the Work.**1. Instructions Provided.**

The teacher/professional (e.g., therapist) provides guidelines, activities, methods, materials and technical directions, as well as demonstration teaching, as to the activities to be carried out.

2. Assistance Provided.

The principal or classroom teacher/professional is available for guidance on difficulties that arise from work in progress, but the incumbent is expected to independently exercise judgment and discretion in applying accepted methods and techniques to accomplish the objectives of the activities.

3. Review of Work.

The supervisor periodically checks all work in progress to ensure that assigned work is satisfactorily performed and that the correct methods and procedures are being followed.

V. REQUIRED LICENSES, CERTIFICATES, ETC. None**VI. RECOMMENDED QUALIFICATIONS****A. Knowledge of:**

Instruction and testing related methods and techniques; common academic, social, behavioral and developmental growth of students; awareness of IEP educational program goals, functions and activities; common behavior management techniques; standard English language communication skills in order to speak, read and write effectively; and basic arithmetic.

B. Skills/Abilities:

Ability to implement and monitor specific instruction-related directives and testing routines; learn to use and maintain computer and paper files; write simple narrative reports; lead small group discussions; and develop rapport and maintain effective relationships with students and others.