

LOS ALAMITOS UNIFIED SCHOOL DISTRICT
Office of the Personnel Commission

CLASS TITLE: INSTRUCTIONAL ASSISTANT – READING LAB

BASIC FUNCTION:

Under the direction of a principal, assist a certificated teacher, Reading TOSA, or specialist in providing reading instruction to individual or small groups of students in a general education or special education learning environment; model and provide support with evidence-based reading practices, monitor and report student progress regarding behavior and performance during reading intervention; perform a variety of clerical duties as assigned.

REPRESENTATIVE DUTIES:

1. With guidance from classroom teacher or Reading TOSA, model and deliver evidence-based reading intervention practices, strategies for new intervention teachers, and other instructional assistants.
2. With guidance from classroom teacher and of Reading TOSA, prepare individualized reading lesson plans and support for students.
3. Tutor individual or small groups of students, reinforcing targeted reading skills in phonological awareness, phonics, high frequency word fluency, decoding strategies, and visualizing strategies.
4. Observe behavior of students in Reading Lab; report progress regarding student performance and behavior to Reading Lab teacher.
5. Assist in administering and scoring assessments for reading intervention. Consult with Reading TOSA to analyze assessment data for initial placement into Reading Lab intervention groups.
6. Collect and input testing data to create progress monitoring reports after each intervention session for reading intervention programs to monitor student progress and ensure all students requiring additional assistance are accounted for.
7. Perform a variety of clerical duties such as preparing instructional materials, monitoring student attendance, maintaining records and files for all Reading Lab sites.
8. Support teachers with set up of work areas, displays and exhibits, and distributing and collecting materials.
9. Provide support with operating audio-visual equipment, operating educational training equipment, and prepare materials for trainings and classroom teachers.
10. Confer, as needed, with teachers concerning programs and materials to meet student needs.
11. Participate in meetings and inservice training programs as assigned.
12. Perform other related duties as assigned.

KNOWLEDGES AND ABILITIES:

KNOWLEDGE OF:

A variety of strategies from, but not limited to; Linda Mood Bell, Seeing Stars, Talkies, and Visualizing and Verbalizing program strategies for implementation with Tier 2 and Tier 3 intervention.

Child guidance principles and practices, especially as they relate to children with learning disabilities

Basic subjects taught in the District schools, including reading, language, grammar, spelling, and arithmetic

Safe practices in classroom

Correct English usage, grammar, spelling, punctuation and vocabulary

Reading and writing communication skills

Oral and written communication skills

Interpersonal relations skills using tact, patience, and courtesy

Word processing skills

Recordkeeping techniques

ABILITY TO:

Perform clerical duties such as filing, duplicating and maintaining simple records

Create organized data reports

Print and write legibly

Make arithmetic calculations quickly and accurately

Understand and follow oral and written directions

Learn methods and procedures to be followed in an instructional situation

Communicate effectively orally and in writing with children and adults

Read, interpret and follow rules, regulations, policies and procedures

Establish and maintain effective working relationships with others

Work confidentially with discretion

Understand the exceptional needs of special education students

Supervise students according to approved policies and procedures

Operate instructional and office equipment

Assist with the instructional and related activities of a general and special education learning environment

Learn the procedures, functions and limitation of assigned duties

EDUCATION AND EXPERIENCE:

High School Diploma, GED or certificate of completion.

Two years of experience working with youth in an organized setting.

One or more years of experience with intensive reading strategies and other evidence-based reading strategies.

WORKING CONDITIONS:

School environment which includes standing, walking, sitting, kneeling, squatting, stooping and bending; lift, carry, push or pull up to 50 lbs., duties may include activities which involve repetitive use of hands, arms or shoulder and twisting or pressure involving wrists or hands and working with arms above shoulder level; give student direction requiring clear speaking, the ability to hear normal voice conversation, color vision, peripheral vision, depth perception and the ability to adjust focus; exposed to minor contagious illnesses (e.g. colds, flu).

SALARY RANGE: 40

ADOPTED BY PERSONNEL COMMISSION: June 22, 2020

ADOPTED BY BOARD OF EDUCATION: June 23, 2020