

INSTRUCTIONAL ASSISTANT/BILINGUAL-BILITERATE

JOB SUMMARY

Under general direction of the school principal using average level instructional paraprofessional skills, assists teachers engaged in education programs with non-English proficient and limited English proficient students (NEP/LEP) in a primary language and English and relieves the teacher of routine clerical duties.

DISTINGUISHING CHARACTERISTICS

This classification is distinguished from the Instructional Assistant/Regular by the requirement that the assistant must have the ability to understand, speak, read and write English and the primary language of the pupil of limited English proficiency.

EXAMPLES OF DUTIES

Under general supervision of the school principal, assists teachers engaged in education programs with non-English proficient and limited English proficient students in a primary language (either Spanish or Vietnamese) and English and relieves the teacher of routine clerical duties. Assists students individually or in groups with English and non-English instruction; presents subject matter to students in lectures or discussions; plans and prepares teaching aids in both English and the targeted primary language; confers with teacher on assigned subjects to insure coordination of instructional efforts; may prepare lesson outlines and plans for review and approval by the teacher; distributes material to students; keeps order in classrooms, halls, and on the school grounds; communicates with students in a language other than English; prepares attendance records for the classroom; grades homework and tests using answer sheets; sets up and operates audio visual equipment and other teaching aids; may confer with parents on student progress; may type forms, mailers, and other teaching aids; prepares and files records in the classroom; may assist students in the use of computers; attends meetings, may be required to supervise playground and lunch area activities; performs other related duties as required.

EMPLOYMENT STANDARDS

Education: Equivalent to graduation from high school or GED is required.

Must also show sufficiency in educational requirements by meeting one of the following requirements of the Every Student Succeeds Act of 2015 (ESSA), formerly known as the No Child Left Behind Act of 2001 (NCLB):

- Possession of two years of higher education (i.e., 48 units or more); **Or**
- Possession of an Associates Degree or higher from an institution of higher learning accredited as recognized by the Council for Higher Education Accreditation; **Or**

- Possession of proof that indicates you have passed the California Basic Educational Skills Test (CBEST); **Or**
- Obtain a passing score on the Fullerton School District Instructional Assistant Proficiency Assessment

Experience: Recent experience in working with children or youth groups.

Knowledge of: The cultural heritage of pupils of limited English proficiency; the basic methods of instruction.

Ability to: Work effectively with students from preschool through eighth grade level; maintain effective and harmonious working relationships with students, fellow employees, teachers and administrative staff; follow oral and written instructions; keep simple records; read at a level equivalent to standard newspaper items addressed to the general reader; understand routine correspondence or reports in both English and, if required, the primary language; speak, read and write in both English and the targeted primary language.

PHYSICAL STANDARDS:

The work environment and physical demands of the positions as described below are representative of those that must be met by an employee to successfully perform the essential functions of a position in this general instructional assistant category. Reasonable accommodations may be made to enable individuals to perform the essential functions of a specific position. These physical standards are generic in nature and tasks may vary dependent on school site or specialized department assignment.

Work Environment: While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment. The employee's primary responsibility is working with students in any of the various classifications such as bilingual, regular and recreational instructional assistants in a classroom and /or instructional environment. Employees in this position may have a higher level of exposure to infection from students. There is also frequent contact with staff and public. The noise level is moderate.

Physical Demands: The physical demands of this position include frequent sitting and standing for extended periods of time. Dependent on class/student assignment the employee may occasionally lift, push, pull and/or move up to 50 pounds. Repetitive bending at the waist as well as kneeling, stooping, crouching to assist students is also required. Employees may reach overhead as well as above the shoulders and horizontally. Dexterity of hands and fingers to demonstrate activities or run instructional equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of a sound. Seeing to read a variety of materials and monitor student activities is also required. Physical demands may also increase due to recreational program assignment where the employee will engage in recreational activities with students.

The information contained in this physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Instructional Assistant/ Bilingual Biliterate Personnel Action	Personnel Action Date
Adopted by the Personnel Commission:	07/02/1984
Revised by the Personnel Commission:	10/03/1988
Revised by the Personnel Commission:	06/13/2002
Revised by the Personnel Commission:	06/17/2019
Revised by the Personnel Commission:	06/23/2025