

Job Title:

**Bellevue Union School District**

|                             |                                   |                              |                                   |
|-----------------------------|-----------------------------------|------------------------------|-----------------------------------|
| <b>PositionTitle:</b>       | Bilingual Instructional Assistant | <b>Department:</b>           |                                   |
| <b>FSLA Classification:</b> | Non-Exempt                        | <b>Bargaining Unit:</b> CSEA | <b>Classification:</b> Classified |

|                      |                                        |                      |  |
|----------------------|----------------------------------------|----------------------|--|
| <b>Salary Grade:</b> | Classified Salary Schedule Range _____ | <b>Work Calendar</b> |  |
|----------------------|----------------------------------------|----------------------|--|

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|--------------------|--|-----------------------------|--|
| <b>Reports to:</b> |  | <b>Board Approval Date:</b> |  |
|--------------------|--|-----------------------------|--|

**Definition**

Under supervision, to use English and/or a designated second language to assist teachers in the classroom and resource room operations and routine instructional support; to instruct and reinforce instruction of students individually and in small groups in accordance with instructions; to provide instructional record keeping support; to perform routine clerical duties; and to perform related work as required.

**Organizational Relationships**

|                                 |                     |
|---------------------------------|---------------------|
| <b>Directly Responsible to:</b> |                     |
| <b>Supervision Over:</b>        | Does not supervise. |

**Class Characteristics**

Positions in this class are differentiated from those in the class of Instructional Assistant by the additional requirements of a second language designated by the district to assist a classroom teacher and students in the assigned instructional program. Bilingual instructional assistant positions require an employee who is bilingual and/or bi-literate in one or more designated languages, in addition to English. American Sign Language (ASL) or a manual form of sign language may be designated as a second language required of some positions in this class. Positions in this class provide instructional and clerical support to classroom and resource room teacher in a wide range of programs and grade levels. A bilingual instructional assistant works as a member of the classroom instructional team under the professional direction of a teacher and under the supervision of the school principal. Positions in this class are assigned to regular and special education classes. Whether in regular, special education, or a specifically funded program, the bilingual instructional assistant works to support the classroom teacher by reinforcing instructional and behavior management programs (using English and a second language) and performing clerical support work for the teacher.

**Example of Duties\***

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive of all of the tasks assigned to positions in this class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in this class.

1. Provide primary language instruction and/or reinforce instructions to students. E
2. Translate and interpret for non-English speaking students and parents. E

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3. Read with students individually and in groups and discuss what was read. E
4. Reinforce teacher lessons and encourage students; assist students with alphabet, numbers, phonics, writing, spelling, arithmetic, cutting and pasting; answer student questions to assist in understanding work; correct class work and assist students to understand and make corrections; reinforce cooperation and sharing skills; administer and score tests; conduct whole group lessons under the supervision or direction of the teacher. E
5. Make folders, copy materials, laminate materials, make booklets. E
6. Provide instructional and emotional support to students with special needs; take dictation from students; take children to mainstream classroom and work with and assist them there; monitor schedules to ensure that students leave classroom on time for special services; implement goals from the I.E.P. in accordance with teacher plans; walk students to the media center; reinforce on-task behavior for special education students; discuss and follow-up with teacher on specific learning strategies and behavior problems as they occur with individual students/group; implement approved behavior plans. E
7. Instruct and model appropriate behaviors. E
8. Use office machines and classroom equipment. E
9. Correct student work, compute and record grades in accordance with instructions provided by teacher. E
10. Assist with assigned class work and homework in accordance with teacher's plans; collect and score homework; follow-up with individual students to correct homework and reinforce teacher instruction on the subject. E
11. Provide physical assistance to students; help students to wash hands, change soiled clothing, and tie shoes; participate in gross motor activities with students; accompany students to playground and bus; monitor students during recess. E
12. Set-up for learning centers and other learning and enrichment projects; make bulletin boards; prepare materials; refill paste, glue and colors; sharpen pencils. E
13. Participate in disaster preparedness drills. E
14. Assist and direct parent volunteers; assist substitute teachers with classroom procedures and schedules, the location of materials and equipment, student identification, and otherwise as requested. E
15. Supervise students in the classroom, on field trips, and help teacher maintain appropriate classroom behavior.
16. Attend meetings, participate in district mandate training and retraining programs. E
17. Perform related duties as assigned.

*\*Task statement coded with the letter "E" are essential elements of positions in this class pursuant to the Americans with Disabilities Act.*

## **QUALIFICATIONS:**

### **Knowledge of:**

1. General elementary curriculum
2. Practical learning patterns and behavior

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3. Concepts of child development and of the respective behavior characteristics
4. General needs and behavior of students at the assigned age level
5. Correct English usage, spelling, grammar, and punctuation
6. Reading and writing in English and phonics and basic reading principles
7. Operation of standard office and classroom equipment
8. Number concepts and general arithmetic
9. Basic record keeping techniques
10. Appropriate safety precautions and procedures

**Ability to:**

1. Communicate in English with students and motivate them to participate in learning activities
2. Learn to reinforce teaching in special subject matter areas or two assist students who have special learning needs by watching teachers or specialists.
3. Learn and adapt to new procedures and conditions
4. Recognize hazards to safety
5. Learn laws, rules, practices, and procedures related to public education and relates to the program to which assigned
6. Perform routine clerical work with accuracy
7. Supervise students in classrooms, on field trips, and out-of-doors
8. Understand and carry out oral and written instructions
9. Establish and maintain effective relationships with those contacted in the course of work

**Desirable:**

1. Bilingual

**Training and Experience**

1. Education requirement of high school or GED
2. A typical qualifying entrance background is experience working with children in a learning environment

**Physical Abilities and Working Conditions of Employment:**

The physical abilities and other conditions of employment in this section are representative of, but are not intended to provide an exhaustive list of physical abilities and other conditions of employment which may be required of positions in this class. Bellevue Union School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Human Resources Department for further information.

**PHYSICAL DEMANDS**

**ASSOCIATED TASKS**

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**Vision:** (which may be corrected)

- Read Normal print
- Read curriculum and grade student work

**Hearing:** (which may be corrected)

- Hear sounds which warn of potential danger
- Supervise student and respond to emergencies
- Hear speech in classroom setting
- Respond to students questions: listen to reading groups

**Speech:**

- Speak with a level of proficiency and volume to be understood in face-to-face public contact
- Communicate with teachers and students
- Speak with a level of proficiency and volume to be understood in a classroom
- Reinforce instructions and talk to groups of students
- Speak for prolonged periods of time
- Instruct and supervise students

**Upper Body Mobility:**

- Use hands and fingers to feel, grasp, and manipulate small objects, manipulate fingers, twist and bend hands at wrist and elbow, extend arms to reach outward and upward, use hands and arms to left objects
- Operate AV equipment, instruct students, and provide physical assistance to students, and write with pencil and pen
- Turn, raise, and lower head
- Supervise students and respond to emergencies
- Twist and band at torso

**Lower Body Mobility:**

- Walk on uneven terrain
- Supervise students on playground
- Walk on even surfaces
- Supervise students in classroom setting
- Climb stairs
- Follow disaster plan
- Bend at waist
- Operate office/AV equipment; assist students at their desk
- Sit for prolonged periods of 50 minutes
- Assist students in classroom/tie shoes

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**Strength:**

- To lift, pull, and/or carry objects which weigh as much as 40 lbs on an occasional basis

**Environmental Requirements:**

- Constant work interruptions
- Work around dust/dirt
- Work independently
- Work cooperatively with others
- Work inside

**Mental requirements:**

- Read, write, understand, interpret, and apply moderately complex information
- Math skills at a 12th grade level
- Copying
- Coordinating
- Judgment and process information quickly and make quick decisions
- Learn quickly and follow verbal procedures and standards
- Place information in order of importance
- Listen
- Demonstrate
- Give verbal instructions

- Supervise and grade papers
- Transport and operate AV equipment
- Instruct and supervise students
- Supervise students outdoor
- Instruct groups of students in absence of teacher
- Coordinate activities with teacher and staff
- Perform all classroom duties
- Read and understand curriculum
- Correct and grade papers
- Document information and maintain student records
- Set up projects
- Work safely and effectively with students
- Instruct and supervise students
- Respond to difficult or emergency situations
- Understand student questions
- Reinforce teacher lessons
- Instruct and supervise students

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