

Job Description
Bettendorf Community School District

Job Title: PARAEDUCATOR – GENERAL/SPECIAL EDUCATION

Reports to: Building Principal

Supervises: N/A

FLSA Status: ____ Exempt ☒ Non-Exempt

Terms of Employment: Letter of Assignment

Salary: Hourly Rate per Negotiated Agreement

Qualifications:

- A. AA or AAS degree or 60 hours of post-secondary credit leading to a degree required OR
- B. Paraeducator Certification
- C. Such alternative to the above qualifications as the Board may find appropriate and acceptable.

Date Revised: 2018

Job Tasks:

1. Support a safe, positive teaching and learning environment
 - a. Assist teachers with maintaining inclusive, learner-centered environments
 - b. Help facilitate inclusion of students with disabilities into general education settings
 - c. Assist arriving and departing students, by meeting buses or supervising entries, exits and grounds
 - d. Ride buses to supervise students and reinforce appropriate behavior
 - e. Supervise students during breakfast, lunch or recess and assist with feedings as needed
 - f. Monitor students during hall passing periods
 - g. Clean or assist students in cleaning eating areas as assigned
 - h. Escort students to restrooms, library, gym or other classrooms
 - i. Assist students in restrooms
 - j. Observe and record restroom use and needs
 - k. Change diapers or assist students in changing briefs or other clothing as needed
 - l. Clean up or assist students in cleaning up after student accidents as directed
 - m. Model, prompt and reinforce appropriate social behaviors in common areas
 - n. Provide physical proximity for students with behavior-focused goals
 - o. Transfer, turn, lift or position students as directed by appropriate professional personnel (nurse, physical therapist, etc.)
 - p. Assist students in using wheelchair, stander or other mobility devices
 - q. Adapt materials and equipment as directed by licensed professional
 - r. Collect, grade, or correct student work as directed
 - s. Copy, order, arrange or gather materials as directed
 - t. Arrange room for maximum learning as directed
2. Assist in the development of physical and intellectual development
 - a. Supervise guided or independent practice in classroom or community
 - b. Circulate, answering questions or providing assistance as requested
 - c. Re-teach or reinforce instructional and behavioral concepts introduced by teachers
 - d. Facilitate students' active participation in cooperative learning groups
 - e. Help students select free reading books or appropriate reference resources
 - f. Provide reinforcement using existing plans
 - g. Conduct drill and practice activities (e.g. math facts, vocabulary, study lists and articulation protocols)
 - h. Read tests or repeat directions to students

- i. Read with students (specify techniques – guided oral reading, neurological impress, reciprocal reading, choral reading and repeated reading)
 - j. Read to students (e.g. social studies text, directions)
 - k. Listen to students read
 - l. Take notes or scribe for students as directed
 - m. Utilize specific materials, following training, for a small group of students
 - n. Make instructional aids (e.g. bulletin boards, games and learning centers)
 - o. Use another language (e.g. sign, Spanish) to discuss and elaborate on concepts that have been taught in English
 - p. Re-teach or reinforce instructional concepts introduced by teachers
 - q. Observe and record student use of communication skills
 - r. Assist students with life-based curriculum in school or community
 - s. Observe and record student health needs (e.g. food and liquid intake)
 - t. Assist students with self-help skills (e.g. grooming, brushing teeth)
 - u. Help students implement organization skills (e.g. clean desks or lockers, sort assignments into notebooks or folders)
 - v. Help students self-manage organization skills
 - w. Make arrangements for field trips or activities to assist with instruction
 - x. File, summarize or otherwise organize student work
 - y. Record grades, enter data, or create spreadsheets tracking student progress
 - z. Assist students with Internet and other computer skills
3. Support social, emotional and behavioral development
- a. Assist in carrying behavior management or learning plans across settings
 - b. Model, prompt and reinforce appropriate social behaviors
 - c. Facilitate appropriate social interactions among students
 - d. Observe and record student interactions, initiatives, etc.
 - e. Summarize data and choose appropriate method of display
 - f. Prompt students to use given strategies to assist in self-managing behavior
 - g. Supervise classrooms or small groups, reinforcing appropriate behavior
 - h. Supervise and reinforce appropriate student behavior as they move around the building or community
 - i. Assist in the delivery of planned behavior interventions (e.g. seclusions, restraints)
 - j. Facilitate the re-entry of students to the classroom
 - k. Provide physical proximity for students
 - l. Work with students to re-teach social skills and behavioral lessons
 - m. Provide students with prompts or cues to employ specific pro-social skills
 - n. Implement special systems, following training, to assist students with specific diagnoses (e.g. autism, Tourette).
4. Establish positive and productive relationships
- a. Establish a positive rapport with students, staff and families
 - b. Consult or meet with teacher or other professionals as scheduled or directed
 - c. Participate in meetings by contributing information, ideas and assistance
 - d. Listen carefully to the ideas of others
 - e. Engage in solution-finding steps to resolve areas of concern
 - f. Assist teachers in communication with families as directed
 - g. Consult with supervising staff using appropriate channels
 - h. Seek advice, instruction and direction on new or complex tasks
 - i. Provide timely information about the student to those who have a right to know (e.g. team members)
 - j. Communicate with parents or extended families only when directed by licensed staff
 - k. Refer questions from the family or community to the appropriate channels
 - l. Assist teachers in involving families in their students' education
 - m. Maintain composure and model solution-finding in all situations
 - n. Assist students in become self-advocates
 - o. Assist students in working effectively with other adults
5. Effectively integrate technology to support student learning

- a. Check functioning of assistive equipment (e.g. hearing aid batteries, oxygen tank and tubing)
 - b. Operate special equipment as trained and directed (e.g. program computerized alternative augmentative communicator, adjust hearing aids, use Braille)
 - c. Observe and record student use of adaptive equipment or devices
 - d. Make visual aids as directed
 - e. Teach students to use peripherals (e.g. cables for printing from portable keyboards, adaptations to computer equipment)
 - f. Assist students in using portable keyboards, computers or other devices under direction of the teacher, speech and language pathologist, occupational therapist or technology facilitator
 - g. Monitor the use of supportive equipment (e.g. pencil grips, positioning equipment)
 - h. Tape record reading material, lessons or assignments
 - i. Scribe or transcribe student responses
 - j. Supervise and assist students using digital tools
 - k. Report concerns about technology equipment to appropriate staff in a timely manner
 - l. Record scores on spreadsheets or other programs
6. Practice ethical and professional standards of conduct on an ongoing basis
- a. Maintain confidentiality of all information (e.g. about students, families or staff)
 - b. Respect all persons' dignity at all times
 - c. Report suspected child abuse to the teacher or follow school district policies
 - d. Consult with the teacher or other direct supervisor about areas of concern
 - e. Request direction, instruction or guidance for new or unfamiliar tasks
 - f. Carry out assigned duties responsibly and in a timely manner
 - g. Be prompt and regular in attendance
 - h. Abide by school district policies, rules and team standards in all areas
 - i. Model appropriate hygiene, appearance and actions
 - j. Participate in learning activities specified in growth and development plan
 - k. Model life-long learning by participating in learning activities offered in school, professional meetings or colleges
 - l. Collect data for the school based Medicaid Program as applicable

Tools and Technology:

Talking calculators, eye controlled computer mouse equipment, foot operated mouse equipment, trackballs, emergency first aid kits, data input scanners, reading pens, interactive whiteboards, wireless touch screen monitors, children's educational software, text to speech software, data entry software, special education student information systems, student information systems, screen magnification software, screen reader software, email software, spreadsheet software and other digital tools

Knowledge:

1. Education and training – knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups and the measurement of training effects
2. English language – knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition and grammar
3. Psychology -- knowledge of human behavior and performance; individual differences in ability, personality and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders
4. Computers and electronics – knowledge of electronic equipment and computer hardware and software, including applications and programming
5. Customer and personal service – knowledge of principles and processes for providing customer and personal services.

Skills:

1. Active listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
2. Speaking – talking to others to convey information effectively
3. Social perceptiveness – being aware of others' reactions and understanding why they react as they do

4. Critical thinking – using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems
5. Instructing – teaching others how to do something
6. Service orientation – Actively looking for ways to help people
7. Coordination – Adjusting actions in relation to others' actions
8. Learning strategies – selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things
9. Monitoring – monitoring/assessing performance of yourself, other individuals or organizations to make improvements or take corrective action
10. Reading comprehension – understanding written sentences and paragraphs in work related documents

Abilities:

1. Oral expression – the ability to communicate information and ideas in speaking so others will understand
2. Oral comprehension – the ability to listen to and understand information and ideas presented through spoken words and sentences
3. Speech clarity – the ability to speak clearly so others can understand you
4. Problem sensitivity – the ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem
5. Near vision – the ability to see details at close range (within a few feet of the observer)
6. Written comprehension – the ability to read and understand information and ideas presented in writing
7. Category flexibility – the ability to generate or use different sets of rules for combining or grouping things in different ways
8. Deductive reasoning – the ability to apply general rules to specific problems to produce answers that make sense
9. Inductive reasoning – the ability to combine pieces of information to form general rules or conclusions (including finding a relationship among seemingly unrelated events)

Work Activities:

1. Assisting and caring for others – providing personal assistance, medical attention, emotional support or other personal care to others such as coworkers, customers or patients
2. Communicating with supervisors, peers or subordinates – providing information to supervisors, co-workers and subordinates by telephone, in written form, email or in person
3. Establishing and maintaining interpersonal relationships – developing and maintaining constructive and cooperative working relationships with others
4. Getting information – observing, receiving and otherwise obtaining information from all relevant sources, including eliciting feedback from students for the purpose of providing quality student service
5. Thinking creatively – developing, designing or creating new applications, ideas, relationships, systems, or products, including artistic contributions
6. Training and teaching students – identifying the educational needs of students and teaching or instructing students under the direction of a licensed employee
7. Interpreting the meaning of information for others – translating or explaining what information means and how it can be used
8. Updating and using relevant knowledge – keeping up-to-date technically and applying new knowledge to your job
9. Organizing, planning and prioritizing work – developing specific goals and plans to prioritize, organize, and accomplish your work
10. Making decisions and solving problems – analyzing information and evaluating results to choose the best solution and solve problems
11. Researching information – observing, receiving and otherwise obtaining information from all relevant sources, including eliciting feedback from students and families for the purpose of providing quality student service

Work Styles:

1. Cooperation – job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude
2. Self-control – job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations
3. Attention to detail – job requires being careful about detail and thorough in completing work tasks

4. Concern for others – job requires being sensitive to others’ needs and feelings and being understanding and helpful on the job
5. Dependability – job requires being reliable, responsible and dependable and fulfilling obligations
6. Stress tolerance – job requires accepting criticism and dealing calmly and effectively with high stress situations
7. Adaptability/flexibility – job requires being open to change (positive or negative) and to considerable variety in the workplace
8. Integrity – job requires being honest and ethical
9. Leadership – job requires a willingness to lead, take charge and offer opinions and direction
10. Achievement/effort – job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks
11. Initiative – job requires a willingness to take on responsibilities and challenges
12. Teamwork – job requires working with others in professional manner to achieve a common goal
13. Persistence – job requires persistence in the face of adversity
14. Passion – job requires drive and enthusiasm through words and action

Work Values:

1. Relationships – employee will value providing service to others and working with co-workers in a friendly non-competitive environment.
2. Achievement – employee will value being results-oriented and using their strongest abilities to gain a sense of accomplishment
3. Awareness and Appreciation – employee will value diversity and promote mutual respect

Evaluation:

Performance of this job will be evaluated using the following standards:

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| Standard 1: | Job Knowledge |
| Standard 2: | Interpersonal Skills |
| Standard 3: | Organization of Work and Dependability |
| Standard 4: | Communication |
| Standard 5: | Collaboration |
| Standard 6: | Initiative |
| Standard 7: | Professionalism |
| Standard 8: | Professional Growth |
| Standard 9: | Expectations |

Disclaimer

The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position.

A signed copy of this job description should be placed in the employee’s personnel file.

Signature of Supervisor: _____ **Date:** _____

Signature of Employee: _____ **Date:** _____