



PAYNESVILLE PUBLIC SCHOOLS POSITION DESCRIPTION

Job Title: Instructional Paraprofessional
Date Prepared/Revised:
Reports To: Principal

FLSA Status: Non-Exempt
Department: Instruction
Last Classification Review:

Job Summary:

Under the direction of the Building Principal and guidance of licensed classroom teacher, the Instructional Paraprofessional represents a broad grouping of varied positions providing instructional support and assistance to children. Positions assigned to this classification are expected to have gained or learned basic knowledge, skills and fundamentals in learning theory, child development, and general instructional fundamentals in order to work in the classroom with groups of students or 1:1 in the areas of instructional reinforcement and student learning assistance. Responsibilities and duties involve assisting and guiding students in the reinforcement of district curriculum and academic subject areas such as reading, math, science, language or other classroom subjects by reinforcing lesson plans, and assisting licensed staff in monitoring student behaviors in the classroom. Positions assigned to this classification also provide assistance and support in terms of preparing exercises/drills for students which are better suited to their learning needs, recording tests, copying materials for the classroom, correcting papers/tests, updating and maintaining classroom records, files and supplies, assessing and monitoring student performance using standardized evaluation tools, and proctoring various assessment testing, as assigned. Duties may also involve assisting and guiding students in daily living skills, implementing behavioral plans and/or monitoring and enforcing appropriate behavior in accordance with instructional lesson plans and student Individual Educational Plans (IEP's). Positions assigned to this classification also provide assistance and support in terms of adapting regular classroom curriculum to the special needs of each student by clearly repeating directions at level student understands, encouraging cooperation in classroom activities, communicating expectations, and modifying tests or tasks into smaller steps, and assisting student with mobility, adaptive, or other special needs. Specific duties and responsibilities of any position will vary from program-to-program and building-to-building and job assignments.

Essential duties outlined below are intended as "representative" examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification.

Supervisory Responsibilities:

Direct Supervision: None

Indirect Supervision: None

Essential Duties and Responsibilities:

- Reinforces, practices and reintroduces reading, math, science, language and other academic instructional subjects, concepts and lessons delivered in the classroom by licensed instructional staff. Provides supplemental tutoring, job skills, guided practice and other instructionally relevant activities to students as directed by the supervising teacher(s).
 - a) Works with individual students according to their individual needs.
 - b) Tutors and re-teaches specific instructional concepts/skills, reviews and assists in class assignments.

- c) Assists licensed staff in adapting and modifying lesson plans for students in need of additional reinforcement/practice.
 - d) Monitors students to ensure they stay on track and focused on classroom instruction or tasks.
 - e) Adapts instructional materials, equipment, or strategies, as directed by the teacher or case manager to accomplish instructional objectives and student needs.
 - f) Works with students in the classroom in small groups or on a 1:1 basis while licensed staff are working with individual students or larger groups of students. Guides students through classroom assignments.
 - g) Pulls students out 1:1 to work on learning needs or class assignments.
 - h) Assists licensed staff with small group rotation work and small groups of students working on academic reinforcement.
 - i) Assists in recognizing students in need of additional academic support.
- Assists students with daily living skills which includes, but not limited to dressing, undressing, toileting, eating, and overall hygiene.
- Provides behavioral support for students as directed by the teacher/case manager related to IEP goals, objectives and behavioral plans. Helps monitor student behavior and models appropriate behavior in the classroom.
 - a) Guides student with social interactions or related issues.
 - b) Brings students to small/quiet settings, as needed, to work on assignments or tests.
 - c) Reads assignments/tests aloud for students in need.
 - d) Provides individualized modifications for students, as needed.
 - e) Assists students with mobility issues/needs.
 - f) Assists with monitoring student behaviors in and out of the classroom reinforcing positive appropriate behavior and redirecting student behaviors.
- Provides student supervision in non-classroom activities or functions.
 - a) Serves as hall monitor or hall supervisor to ensure proper hall behavior and rules.
 - b) Supervises and assists students during lunch.
 - c) Supervises and monitors students during field trips.
 - d) Serves as bus or van chaperone.
 - e) Escorts and assists students to and from classes.
- Meets with instructional staff to discuss student needs and student progress. Provides input and assists staff in identifying problems, concerns, issues or student progress. Collaborates with the case manager and other staff regarding student observations, needs, issues, progress, behaviors, etc. Documents important information to be passed onto licensed staff or case manager.
- Tracks and assists in monitoring student progress to support classroom operations.
 - a) Checks student performance on assignments.
 - b) Checks in with students regarding assignments and grades.
 - c) Completes student data tracking forms on goals and needs.
- Performs other duties of a comparable level or type, as required.

Minimum Qualifications:

Requires a minimum of an AA Degree in Child Development, Human Development, Behavioral Management or closely related area and/or the completion of the Parapro Exam, or a combination of equivalent education and experience to perform the work.

Essential Knowledge And Specialized Subject Knowledge Required To Perform The Essential Functions Of The Job:

- Knowledge of basic math, reading, language, science, or other academic concepts pertinent to area of assignment.
- Knowledge of general learning concepts, theories and fundamentals.

- Knowledge of basic computer programs and applications utilized by district in classroom settings.
- Knowledge of child development fundamentals and concepts.
- Knowledge of problem solving and conflict resolution techniques.
- Knowledge of behavioral management strategies, crisis intervention and methods.
- Knowledge of district policies, guidelines, rules or philosophy pertaining to discipline and appropriate student behavior and consequences.
- Fundamentals of representative disabilities associated with the job.

Essential Skills Necessary To Perform The Work:

- Skill in supervising student behavior and applying consistent consequences for appropriate and inappropriate behaviors.
- Maintain student confidentiality.
- Skilled at adapting lesson plans to the individual needs of students to facilitate their learning and to assist them in meeting any individual objectives or standards.
- Reading and interpreting documents, administrative policies, manuals, department guidelines and operational procedures.
- Writing routine correspondence, routine reports, memos, documents, charts or other correspondence/recording keeping requirements of the job.
- Presenting, reintroducing and reinforcing information in 1:1 and/or small group situation to students.
- Taking instruction from and direction from licensed personnel and following classroom/program routines.
- Learning and applying academic subject material relevant to their duties and needed in the reinforcement or tutoring of students.
- Applying rules, instructions and stated policies, procedures and IEP plans.
- Developing a rapport with children and explaining concepts in a simple and understandable manner.
- Interacting with and serving as a role model concerning learning and behaviors.
- Dealing appropriately and consistently with student conflict and behavioral issues in accordance with district guidelines and disciplinary principles.
- Providing input concerning individual student progress, issues or concerns.
- Proctoring standardized testing and evaluation tools utilized by the district.

Work Environment:

Duties are generally performed in a typical classroom and or resource room setting where there may be some environmental hazards and risks. Employee(s) may be exposed to some disagreeable conditions involving human/student contact, verbal outbursts, physical aggression, exposure to body fluids and the like.

Physical Job Requirements:

Employees are frequently required to stands, talks and hears; intermittently walks, sits, reaches with hands and arms, uses hands to finger, handle or feel, stoops, kneels, and/or crouches; intermittently, sits, talks and/or hears. Exerting up to 50 pounds of force occasionally and/or 10 pounds of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of

specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment of the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

The District is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

