

Yuba City Unified School District
PARAEDUCATOR

RANGE 24.5

DEFINITION

Under supervision in a classroom or special learning center, assists in the instruction of students; relieves the teacher/coordinator of routine clerical duties; do related work as required.

EXAMPLES OF DUTIES

Works with students individually or in small groups, tutoring, reinforcing or following up on the teacher's/coordinator's lessons; assists in testing and in scoring tests and in the evaluation of the instruction and the student's progress and problems; follow teacher's/coordinator's lesson plans, assists teacher/coordinator in preparation of plans; prepares materials and equipment and operates basic and specialized instructional equipment; types or duplicates lessons, tests, and other instructional materials; maintains an inventory of equipment; keeps records such as attendance, grades and test scores; organizes classroom or learning facility; supervises students on field trips, at lunch, or on the school grounds

EMPLOYMENT STANDARDS

Education and/or Experience: High school diploma and one year of experience working with students in a structured classroom or equivalent setting is required. Higher education may substitute for experience. Must have completed one of the following prior to the date of hire: Passing score on the Paraeducator Exam; or an Associate's degree; or 48 college units.

Knowledge and Skills: Thorough understanding of the paraeducator programs throughout the District is required. Knowledge of special programs is required. Understanding of the practices and principles of child guidance is required. Working understanding of the District and school site organization, operations and objectives is necessary. Sufficient analytical and assessment skills to document student progress are required. Sufficient communication skills to work with teachers/coordinators and students in both formal and informal settings are essential. Requires good record keeping, clerical and computer skills.

Abilities: Ability to assist teaching staff and implementation of instructional goals and activities is required. Must have the ability to assess the needs of individual students and develop programs to meet those needs. Ability to interact with teachers/coordinators, faculty, parents and specialists in order to carry out assigned duties is essential. Some positions at this level may require additional specialized skills such as a second language, hearing-impaired instruction etc.

Physical Abilities: Requires sufficient arm, hand and finger dexterity in order to operate a personal computer keyboard, and other office equipment. Requires visual acuity to read words and numbers. Requires lifting of light to moderate objects on an occasional basis and sufficient ambulatory ability to stand for sustained periods of time. . Requires the ability to take precautions against a nominal exposure to health and safety risks. Requires speaking and hearing to communicate in person or over the phone.

03/14/2023