

**Chittenden Central Supervisory Union
Job Description**

JOB TITLE:	Title I Instructional Assistant - Math
FLSA STATUS:	Non-exempt
UPDATED:	May 24, 2010

POSITION OBJECTIVES: The Instructional Assistant collaborates with other staff members to provide academic assistance to Title I identified students. The Instructional Assistant meets with the Title I Math teacher and classroom teachers on a regular basis to plan appropriate instructional interventions in math.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Using prepared lesson plans and identified interventions, instruct individuals and small groups of Title I eligible students within the regular classroom or in other settings, depending on students' needs.
- Plan appropriate instructional activities and learning opportunities, and administer assessments for Title I students in collaboration with classroom teachers and Title I teacher.
- Facilitate the instructional programs of Title I students under the supervision of the classroom and Title I teacher(s) and designated Coordinator(s).
- Document student performance and progress in math in collaboration with the classroom and Title I teachers reflective of the student's individual title program requirements.
- Meet regularly, to the greatest extent practicable, to coordinate Title I math activities with learning experiences in other content areas.
- Participate in professional learning opportunities with the (Title I math coordinator) based on established goals.
- Perform other duties as assigned by the building principal or designee.
- Participate in conferences with parents and make recommendations for parent involvement as much as practicable.

SUPERVISION RECEIVED: Reports to, evaluated by, and receives administrative direction from the building Principal or designee; receives technical and program direction from and coordinates with Title I Math Teacher and Title I Coordinator

SUPERVISORY RESPONSIBILITIES: No formal supervisory duties. May train, assist and occasionally direct junior co-workers, but generally works along with those persons.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Bachelor's degree in education or other appropriate discipline plus a minimum of two years of relevant experience, or a combination of education and experience from which comparable knowledge and skills are acquired.
 - Strong background in mathematics instruction at the primary level preferred.
 - Successful prior experience working with students and adapting math curriculum and program content to learner needs, including the use of math software.
 - Knowledge of best practices in teaching and learning in math and the ability to apply these practices.
 - Ability to plan student lessons in collaboration with the Title I and classroom teachers, as well as and work independently with individuals and groups.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License with a general elementary endorsement (1-00) or K-12 Mathematics endorsement (3-11) desirable, but not required.

- Language Skills. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.
- Mathematical Skills. Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Computer Skills and Experience. Proficient skills using e-mail, databases, word processing, and spreadsheets. Experience using math software preferred.
- Reasoning Ability/Mental Requirements. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to problem solve and interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

<u>Frequency</u>	<u>Code</u>	<u>Description</u>
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	F	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	S		X
100+ lbs.	NA		X
CARRYING			

up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	S			X
100+ lbs.	NA			X
BENDING/STOOPING	O			X
PUSHING/PULLING	O			X
TWISTING	O			X
CLIMBING	O			X
BALANCING	NA			X
CROUCHING	O		X	
KNEELING	O		X	
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	F		X	
DRIVING	O			X
REPETITIVE MOVEMENTS (hands, feet)	S			X
MANAGING STRESS	F		X	
RESOLVING CONFLICTS	F		X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	S
UNEVEN TERRAIN	NA
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	S

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a work station without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

.....
This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.