

INSTRUCTIONAL AIDE – DEAF AND HARD OF HEARING

<u>Definition:</u>	Under general supervision of an itinerant teacher, provides specialized tutorial assistance to deaf/hard of hearing (DHH) students mainstreamed into regular classes; assists deaf and hard of hearing students in the development of communication skills; performs a variety of routine clerical duties for the deaf and hard of hearing instructional program.
<u>Typical Tasks:</u>	Orients and provides instructional assistance to individuals or small groups of DHH students mainstreamed into regular classrooms; assists itinerant and classroom teachers with the implementation of Individualized Education Plans (IEP); tutors individuals and small groups of DHH students; reinforces and explains teachers' lectures, instructions for completing assignments or projects, and audio portions of classroom media aids; assists in the development of communication skills by assisting students with correct pronunciation of sounds, letters and words; operates specialized equipment for DHH students such as specially adapted computers and augmentative communication devices; checks hearing aid batteries, tubing and cases; assists students in locating and using educational materials and equipment such as computers; monitors and reviews progress of students with itinerant teacher and regular classroom teachers; assists itinerant teachers in the preparation of a variety of learning aids, and tutorial and instructional materials; contacts schools to request copies of current IEP's for students on itinerant caseload; performs a variety of routine clerical duties such as typing, filing, sorting, duplicating and logging and mailing information related to the DHH program; performs related duties as assigned.
<u>Minimum Qualifications:</u>	Knowledge of: general elementary and high school academic subject areas such as math, science, and English; English pronunciation and grammar; basic office methods, procedures and equipment including computers. Ability to: communicate effectively orally and in writing; operate specially adapted computers, augmentative communication devices and other specialized equipment used by DHH students; tutor individuals and small groups; work effectively with students, teachers and staff; accept, understand and relate to deaf and hard of hearing students; perform routine clerical duties such as record keeping, filing and mailing; quickly learn to operate software associated with the instructional program; provide own transportation to and from schools and meeting sites.
<u>Working Conditions and Physical Abilities:</u>	Indoor, classroom or office environment. Must have the ability to travel to and from school/work sites as job requires. Must be able to hear and speak to exchange information; see to read printed materials and computer screens; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files; lift light objects.

No Child Left Behind Act (NCLB) In order to satisfy the paraprofessional requirements of the NCLB Act, applicants must meet one of the following requirements:

Requirement:

- Completed at least 2 years of study at an institution of higher education;
- Obtained an associate's (or higher) degree;
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading (or readiness), writing (or readiness), and mathematics (or readiness).

Experience and Education:

In addition to meeting the NCLB requirement for employment detailed above, applicants must have a combination of education, training and experience which would clearly demonstrate possession of the knowledge and abilities detailed above. An example of a typical qualifying background would include completion of college-level course work in general academic subject areas such as math, science and English, and work experience in a school or other educational environment. Experience working with deaf and hard of hearing individuals is highly desirable.

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Approved by the Personnel Commission: _____ September 12, 1997