

FARSI BILINGUAL/ESL INSTRUCTIONAL ASSISTANT

DEFINITION

A Bilingual/ESL Instructional Assistant, under teacher supervision, is to provide assistance to the teacher or counselor in serving the educational and personal needs of bilingual students; to provide instructional assistance in teaching English as a second language to individual students or groups of students; to assist the Farsi language bilingual students with other academic subjects as needed.

DISTINGUISHING CHARACTERISTICS

Positions are usually short term involving hourly working schedules on school days only. These positions are subject to special Federal or State funding. Positions in this class are distinguished from those of the Teacher Aide classes by the requirement for bilingual fluency in an appropriate language or instruction and/or experience in ESL techniques, and the ability to work effectively with limited English students.

ESSENTIAL FUNCTIONS

(Any one position may not include all of the duties listed, nor do the listed examples include all tasks which may be found in positions of this class.)

May provide, at the direction of the teacher, English as a second language instruction to the bilingual student and/or instruction in other academic areas as needed at various school sites.

Performs a variety of record keeping functions including student performance in English as a second language.

Keeps teacher apprised of students' academic performance.

Assists with the administering of bilingual performance language dominance test, and end of year program evaluation.

May on occasion assist student with personal health care.

Assists students with routine studies.

May on occasion help parents comply with school requirements.

Performs related duties as required.

QUALIFICATIONS

Knowledge of:

Any combination of knowledge, ability, experience, and education which demonstrates capability to perform the duties of this position; successful completion of District Instructional Assistant Proficiency Test; basic English language; basic academic skills (reading, math, spelling); games, arts and crafts and other activities suitable for children;

Ability to:

Work effectively with a wide variety of personalities and situations requiring tact, judgment and poise; work effectively with bilingual students; work harmoniously with students, faculty, school, and District.

EXPERIENCE

Experience as a leader in children's activities, or school experience, is desirable but not required.

EDUCATION

Completion of the equivalent of the twelfth grade is desirable. Primary language fluency or training and/or experience acceptable for substitution for primary language ability: 15 hours or 1 semester unit in English-as-a-second-language instruction; and 15 hours or 1 semester unit in the cultural backgrounds of the LEP (limited English speaking) students.

OR 1 semester experience (minimum of 3 hours/day) working with LEP students in an ESL situation.