

INSTRUCTIONAL AIDE (MATH) & (RESTRICTED)

DEFINITION

Assists a certificated employee in preparing, maintaining, and presenting specialized educational materials and in conducting instructional activities in the field of early numeracy and mathematics.

TYPICAL DUTIES

Assists a teacher or certificated employee in a school by performing some of the following duties in order to introduce and reinforce a subject matter to students:

- Presenting educational information to students in the areas of early numeracy and problem solving.
- Facilitating student-centered math instructional activities to support the acquisition of foundational skills in mathematics.
- Providing support and feedback to students regarding assigned learning tools that address California Common Core Standards for Mathematics.
- Providing student-centered, differentiated tutoring under the supervision of the teacher for individual students and/or small groups in mathematics.
- Conferring with students to elicit and respond to their mathematical thinking during individual or small group instruction.
- Supporting the teacher in administering early numeracy and other mathematics skill assessments.
- In consultation with the teacher, analyzing assessment, students work, and portfolio data to inform future practice.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Instructional Aide (Math) assists a teacher or certificated employee with instructional activities related to early numeracy development. An Instructional Aide (Math) & (Restricted) is hired in accordance with Personnel Commission Rule 518.

An Instructional Aide assists a teacher or another certificated employee in instructional activities related to an area of expertise acquired by advanced education, specialized training, or experience. Instructional Aide assignments are limited in the number of hours per pay period and may be irregular in schedule.

An Education Aide III assists a teacher or another certificated employee in conducting instructional activities, providing student services, modifying student behavior, and communicating with parents. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter.

SUPERVISION

Supervision is received from a certificated employee, usually a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Effective instructional practices such as establishing mathematics learning goals that focus on understanding of concepts, implementing tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, and eliciting and using evidence of student thinking

Standards of courtesy and behavior expected of students

Ability to:

Clearly and effectively speak, read, and write English

Communicate specialized information related to numeracy and problem solving to students who have varying levels of number sense and mathematical understanding.

Provide student-centered, differentiated learning experiences for students following specific lesson plans prescribed in accordance with program guidelines

Motivate and encourage positive learning patterns and behaviors

Establish and maintain cooperative and effective working relationships with others

ENTRANCE QUALIFICATIONS

Education:

In compliance with the Every Student Succeeds Act (ESSA) of 2015 and other related legislation, candidates for this classification must meet the following standards:

Paraprofessionals who provide instructional assistance are required to possess a high school diploma or equivalent and one of the following:

Completion of 48 semester units or 72 quarter units from a recognized college or university,

OR

Possession of an associate or higher degree, from a recognized college or university

OR

Receipt of a passing score on the District Proficiency Test and the Instructional Assistance Test.

Graduation from a recognized college or university with a bachelor's degree is preferred.

Experience:

One year of experience facilitating learning for students in a small math group, or any combination of equivalent study and work equal to one year is preferable.

Special:

Ability to communicate in a language other than English may be required for some positions.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
10-06-22
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