

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Instructor Assistant-Preschool/ECFE/ABE	<b>Department:</b> Community Education	<b>Unit:</b> Unaffiliated
<b>Immediate Supervisor:</b> Early Childhood Family Educator Program Supervisor	<b>Grade Placement:</b>	<b>FLSA Status:</b> Non-exempt

#### Job Summary:

Under the direction of the Early Childhood Family Educator Program Supervisor, the Preschool/ECFE/ABE Assistant is responsible providing assistance and support to educators and program learners in the ECFE, Preschool and Adult Basic Education programs. Duties include assisting in the set up of materials to support lesson plans; assisting in classroom management activities; monitoring and facilitating learning of children; assists students with daily routines, transactions and individual learning tasks/goals and/or in small groups.

Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Assists ECFE and ABE instructional staff in maintaining a stimulating, health and clean classroom environment.
  - Assists the staff in the set up and planning for daily age appropriate activities or in assembling, materials, supplies, games, toys, etc. needed depending upon the needs within the classroom and lesson plans.
  - Assists in the set up or preparation for adult learners
  - Assists staff in creating a proper learning and classroom environment for ECFE and Sibling Care.
2. Assists the ABE Coordinator and instructional staff in promoting the programs and services of ABE, as appropriate.
3. Monitors the behaviors of children and participates in maintaining proper classroom management activities.
  - Encourages self-initiation and exploration
  - Reinforces and models appropriate behaviors and interactions with others.
4. Reinforces, provides practice and reintroduces reading, math, science, social studies, writing and other academic instructional subjects, concepts and lessons delivered in the classroom by the ABE Instructor.
  - Administers pre-testing to students in the areas of GED subjects.
  - Answers questions and provides explanation of subject matters to GED students.
5. Assists students by providing explanations and support with daily routines, transactions, individual learning tasks and goals and small group supervision, as assigned.
6. Collects and communicates observations health concerns or daily performance issues. Maintains records of student daily performance towards learning objectives, assists in documenting student attendance, and maintaining program records and files.
7. Participates and makes recommendations concerning ideas, problems, or problem solutions by collaborating with other team members.
8. Assists in facilitating educators with the arrival and departure of students and program participants on a daily basis.
9. Performs other duties of a comparable level or type, as required.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)</b>	
	less than high school diploma		
x	High school diploma or GED.		
	1 year college		2 years college
	3 years college		4 years college
	1st year graduate level		
	2nd year graduate level		
		<b>Major field of study or degree emphasis:</b>  <b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Knowledge of assigned program operational policies and procedures.</li> <li>• General fundamentals of child development stages, parenting and age appropriate behaviors/needs.</li> <li>• Knowledge of childcare practices, concerns and issues.</li> <li>• Knowledge of safety procedures and general sanitation issues.</li> <li>• Fundamentals of basics behavioral strategies.</li> <li>• Knowledge of basic math, reading, language, science, or other academic concepts pertinent to area of assignment.</li> <li>• Knowledge of general learning concepts, theories and fundamentals as it applies to age groups working with including and those with learning disabilities.</li> <li>• Knowledge of activities and curriculum appropriate to the age of learners.</li> </ul>	
<b>Required Work Experience in Addition to Formal Education/Training:</b> No prior experience required.			
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required:</b> Requires a MN Drivers License or evidence of equivalent mobility.	
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>		<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Implementing childcare practices and activities.</li> <li>• Ability to learn, follow, and apply department activities, childcare or adult learner procedures and routines of ECFE or ABE classroom.</li> <li>• Skilled in applying judgment and care in supervising, monitoring and assisting children of various ages or learners.</li> <li>• Skilled in applying judgment and care in supervising, monitoring and providing for the care of children of various ages.</li> <li>• Providing basic client services to the public, children, or adults within the ECFE or ABE program.</li> <li>• Communicating with parents, staff, and children/learners with tact, courtesy, and cooperation primarily for the purposes of providing and exchanging information.</li> </ul>	

<b>PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)</b>									
<u>Physical Activities</u>	<b>Amount of Time Spent</b>				<b>Amount of Time Spent</b>				
	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			X		Up to 10 lbs			X	
Walk			X		Up to 25 lbs		X		
Sit		X			Up to 50 lbs	X			
Use hands to finger, handle or feel		X			Up to 100 lbs	X			
Reach with hands and arms		X			Over 100 lbs.	X			
Climb or balance		X							
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								
<b>PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities</b>									
<b>Physical requirements associated with the position can be best summarized as follows:</b>									
<b>Medium Work:</b>									
Exerting up to 25 pounds of force occasionally and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.									
<b>HAZARDOUS WORKING CONDITIONS</b>		<b>Unusual or hazardous working conditions related to performance of duties:</b> Work is performed typically in a classroom setting. Work environment presents no risks or hazards associated with the work. May be exposed to conditions of student contact involving biting, hitting, toileting, etc.							



## SECTION IV: DISTRICT MISSION AND CORE VALUES

<p><b>OUR MISSION</b></p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p><b>CORE VALUES</b></p>	<p><b>We believe that:</b></p> <ul style="list-style-type: none"> <li>• Trust and respect are fundamental for thriving relationships.</li> <li>• Our community flourishes when individuals, families and organizations collaborate.</li> <li>• Every person matters and has value.</li> <li>• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.</li> <li>• Commitment to high expectations is essential to help achieve full individual and collective potential.</li> </ul>
<p><b>MISSION OUTCOMES</b></p>	<p><b>By 2020, all students will...</b></p> <ul style="list-style-type: none"> <li>• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.</li> <li>• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.</li> </ul>
<p><b>STRATEGIES</b></p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• Ensure that every employee understands, supports and promotes our core values and mission.</li> <li>• Build trust and facilitate engagement with all ISD 15 stakeholders.</li> <li>• Align and support all educational programs and services to achieve our mission and mission outcomes.</li> </ul>
<p><b>STRATEGIC DELIMITERS</b></p>	<p><b>We will NOT...</b></p> <ul style="list-style-type: none"> <li>• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources</li> <li>• Make decisions without the use of relevant data provided by the appropriate personnel.</li> <li>• Allow past experiences to interfere with the consideration of new ideas.</li> </ul>

## SECTION V: CLASSIFICATION HISTORY AND APPROVAL

**This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.**

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**Department Head's Signature**

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**Date**

**Classification History:**

Created classification description 5/2016 BCC