

STATE OF SOUTH DAKOTA CLASS SPECIFICATION

Class Title: Teacher Aide

Class Code: 31011

Pay Grade: GD

A. Purpose:

Provides teaching assistance to individuals or small groups of students in a variety of subjects and living skills to ensure they receive the necessary instruction.

B. Distinguishing Feature:

Teacher Aides assists in planning, preparing, and implementing daily educational programs by devising instructional methods while assisting and observing pupils to determine limitations. The position may assist a classroom instructor by preparing educational plans and evaluating student progress, and may act as a lead worker over other teacher aides. The incumbent works with children with multiple disabilities who are mostly non-verbal and require skilled care and education; or works with preschool visually impaired children who have language and speech problems.

C. Functions:

(These are examples only; any one position may not include all of the listed examples nor do the listed examples include all functions which may be found in positions of this class.)

1. Provides teaching assistance to individuals and small groups of students in a variety of subjects and living skills.
 - a. Aids in planning, preparing and implementing daily educational programs for individuals or small groups of students.
 - b. Suggests new approaches, documents activities in the classroom and creates interest in classroom activities.
 - c. Aids classroom instructors in preparing educational plans, evaluating student progress and preparing evaluation report.
2. Supervises classroom activities as assigned.
 - a. Reports learning or disciplinary problems to classroom instructors.
 - b. Maintains discipline by keeping students quiet to allow other students to complete assignments.
3. Checks equipment and related teaching materials and requests service when necessary.
4. Organizes and carries out group outings and leisure-time activities.
5. Maintains progress reports and attendance reports.
6. Performs housekeeping duties when necessary.
7. Performs other work as required.

D. Reporting Relationships:

Reports to an admissions director.

E. Challenges and Problems:

The incumbent is challenged in responding to and satisfying the complex needs of each student as they arise. This is difficult because the incumbent must provide consistency with all phases of each student's IEP (Individual Educational Plan). Other problems facing the incumbent disabilities having to go through an exercise several times before the child responds in the prescribed manner; coping with maladaptive behaviors such as aggression, self-abuse, and tantrums; dealing with uncooperative students, disciplining students with behavior problems, dealing with immediate medical situations such as seizures or choking; and understanding and responding to each child's unique needs.

F. Decision-making Authority:

Decisions made by the incumbent include determining when it is necessary to run a behavioral program, what techniques to use to teach the objectives stated on the IEP, planning different recreational activities, determining action to be taken on medical problems such as seizures and choking, how to evaluate student performance on training programs, and classroom discipline when the instructor is absent. Decisions referred to a superior include the writing of new behavior serious medical problems, and classroom schedules. Work assignments are given through the classroom instructor. The incumbent is free to control the methodology used in implementing programs but must follow established guidelines and seek assistance if there is a problem or a question.

G. Contact with Others:

The incumbent has daily contact with a case manager or instructor to receive direction on standards to be used for training, behavioral programs and recreational activities; and weekly with other staff to review programs and discuss progress of the students, other teaching staff to receive instruction and report student progress, and students' parents to share information about the student.

H. Working Conditions:

The Teacher Aide may work with children and adults with severe disabilities and is subject to behavioral problems such as hitting, biting, and pinching and must be able to prevent students from self-abuse. Incumbents must occasionally life students.

I. Knowledge, Skills and Abilities:

Knowledge of

- teaching methods and techniques;
- curriculum planning.

Ability to:

- aid in planning, preparing, and implementing educational programs;
- communicate information clearly and concisely;
- evaluate student progress;
- assist in developing educational plans.