

## JOB ANALYSIS - Instructional Paraprofessional

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Conducted for: Chico Unified School District	Information Provided by:

### General Description:

Under the supervision of a certificated instructor or administrator, the Instructional Paraprofessional performs a variety of instructional support duties involved in providing instructional assistance to individual or small groups of students in a classroom, including students who qualify for special education programs or their peers, in Special Day classrooms, "pull out" classes or full inclusion classrooms; and performs a variety of clerical duties as assigned.

### Essential Job Functions:

- Assist certificated teaching staff with the presentation and reinforcement of learning materials and instructional exercises for students and other classroom activities; assist students individually and in small groups; prepare for and assist with various classroom projects including school events, field trips, one-on-one or small group activities, and developmental, vocational or living skills activities.
- Supervise, tutor, and assist students in small or larger group settings, or in individual/one-on-one settings; including various classrooms, school facilities, or community locations, to facilitate learning, socialization, and integration or normalization.
- Assist individuals or small groups of students with academic and social skills and the achievement of goals; reinforce instruction to individuals or small groups in a variety of subjects, including critical thinking skills, oral communication, problem solving and use of technology; utilize creative methods and techniques for working with students within suggested framework of the teacher; review plans with the teacher to ensure correct teaching techniques or methods are being utilized for each student, and in accordance with the student's Individualize Education Plan where applicable.
- Observe, monitor, and manage behavior of students according to approved procedures; assist in maintaining order among students in the classroom and on the school grounds or in outdoor or community activities; transport and/or accompany students going from one location to another both on or off campus; assure the continuance of classroom activities and discipline when the teacher is absent from the room.
- Recognize and respond to health and safety situations such as illness and seizures, or other situations; render first aid in compliance with health related issues, and precautionary methods; reports injury incidents to the proper supervisor.
- Assist certificated teaching staff with preparation of instructional materials for students; assist in the preparation of graphic and written teaching materials; provide support to the teacher by setting up work areas, displays and exhibits, utilizing technology and educational training equipment, specialized assistive devices/equipment; distribute and collect papers and supplies, prepare bulletin board materials and decoration in the classroom; assist in maintaining a neat, orderly and attractive learning environment.
- Under the direction of the teacher, assist in evaluating student progress in a wide variety of skills; correct papers; report progress regarding student performance and behavior to the teacher; administer placement tests, curriculum based measurement tests and informal assessment tests to individual students.
- Perform a variety of clerical duties, including recording information, compiling and maintaining records and files, preparing reports, operating machines and assembling packets and materials for students.

- Under the direction of the teacher, assist special need or medically fragile students with basic physical movement, or positioning; work with students on the prone board, swimming pool (if applicable), or using other equipment or aids to develop motor coordination; or to facilitate accessibility; provide physical assistance to students who cannot care for themselves, including eating/feeding, dressing, personal hygiene, diapering, toileting, turning/positioning, and physical movement requiring lifting or supporting students.
- Based on classroom assignment: Perform assistance to facilitate and adapt students to mainstream classrooms or activities; including vocational situations and job coaching. Learn and perform student specific specialized health care procedures, including but not limited to: gastrostomy tube feeding (tube to syringe or slow drip method), measurement and administration of medications (via oral, rectal, and gastrostomy tube routes), suctioning (oro-nasal), nebulizer (breathing treatments).
- Communicate all matter of importance to teachers and specialists; communicate important information to parents when so directed by the teacher.
- Attend and participate in staff meetings and in-service activities as assigned; attend workshops, conference and classes to increase professional knowledge.
- Establish rapport with students; help build confidence, self-esteem and responsible behavior in students through one to one and/or small group interaction; promote the well-being of students by helping them develop a positive attitude/self-image, personal hygiene habits, and an ability to cooperatively play and interact with other children and adults; act as role model.
- Perform related duties and responsibilities as assigned.

### **Required Knowledge, Skill and Ability:**

**Knowledge of:** Principals and practices of child development, and working with children with learning and/or specific impairment issues; general needs, learning styles and behavior of students; techniques to motivate students and manage student behavior; basic subjects taught in school, English usage, spelling, grammar and punctuation; basic clerical procedures, methods and practical use of computers, telecommunication equipment, and other office equipment/devices; principles and procedures of basic record keeping; District policies and procedures pertinent to scope of responsibility.

**Skill/Ability to:** Learn, interpret and apply instructional terminology, program philosophies, concepts, materials, methods and procedures, and apply child guidance principals and practices; effectively work with students with various physical or learning deficiencies; interact effectively and sensitively with individuals from diverse backgrounds, demonstrate understanding, patience, and empathy for students, and recognize limitations of the student and encourage participation in educational programs and activities; work with teacher(s), and other staff, and facilitate positive learning environment; assist students with special personal needs, including physical health care needs; maintain focus and concentration with frequent interruption; read, write and understand the English language; communicate clearly and concisely both orally and in writing, including with use of communication devices; use age and situation appropriate language; work effectively in a public school setting with a variety of individuals and students; establish, maintain and foster positive and harmonious working relationships with those contacted in the course of work; understand and follow oral and written instructions; perform clerical duties, including accurate filing and recording keeping.

**Physical Demands** (Per U.S. Department of Labor Definition): Duration of the work day may vary. \*Times listed are illustrated to represent a typical 7.5 to 8 hour work day. Instructional Assistants work variable schedules, and may work shorter work days or split shifts between different school sites. As such, percentages shown below should be used as a total time of the individual Instructional Professional's work day.

<b>Rating</b>	<b>Rarely - &lt; 1%</b>	<b>Infrequently 2-5%</b>	<b>Occasionally 6-33%</b>	<b>Frequently 34-66%</b>	<b>Constantly 67% +</b>
*Time for 7.5-8 hour work day	< 5 minutes	*5-30 minutes	*30 minutes to 2 ½ hours	*2 ½ hours to 5 ¼ hours	*5 ¼ hours or more

**STANDING:** *Remaining on one's feet in an upright position at a workstation without moving about.*

**Occasionally to Frequently.** Standing is intermittent with walking, and/or stepping from side to side within the classroom setting or learning environment, and to speak students, teacher(s), or other staff in various settings. Generally, surfaces are flat, even, and include interior flooring, or exterior cement, pavement, or grassy areas. Standing occurs to monitor students in the classrooms, cafeteria, or on playgrounds; and when using a copier, writing on the white board, and to provide general classroom assistance. Standing in place is usually for a short duration, but may occur for more prolonged periods when assisting a specific student, or monitoring a group of students.

**WALKING:** *Moving about on foot.*

**Occasionally to Frequently.** Walking occurs within classrooms and between classrooms/school facilities on a regular basis spanning short distances of several feet to approximately 200 to 300 feet on level interior and exterior surfaces. In addition, the Instructional Paraprofessional will accompany students to classrooms, offices/facilities, play fields, or distant campus areas for emergency drills, as well as for community based activities. These distances will vary up to several hundred yards, and may involve walking on rough or uneven turf.

**SITTING:** *Remaining in the normal seated position.*

**Occasionally to Frequently, depending on specific assignment.** Sitting will occur when assisting students at a desk or table, or when preparing materials, correcting papers, or performing clerical tasks. Sitting varies with the specific educational program assigned and the classroom setting. Sitting will occur on adult task chairs or plastic backed student classroom chairs. When involved in special events/outings, or accompanying students in the cafeteria, etc. sitting will be on available seating. Duration of sitting session is up to 1 hour in length, but generally for shorter periods with intermittent standing or walking, and will occur throughout the work day.

**LIFTING:** *Raising or lowering an object from one level to another (including upward pulling).*

	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Height
5 lbs. or less					<b>X</b>		Floor to desk top level or over head (68")
6 - 10 lbs.				<b>X</b>			Floor to desk top level or over shoulder
10 – 20 lbs.				<b>X</b>			Floor to desk or waist
21 – 35 lbs.		<b>X*</b>					Floor to desk or waist
36 – 50 lbs.		<b>X*</b>					Floor to waist
51 – 75 lbs.		<b>X*</b>					
76 – 100 lbs.	<b>X</b>						

Typical items lifted (not comprehensive):

0 – 5 lbs.: Instructional aides, documents, files, books/binders, office supplies, clothing, 2-way radio (if applicable)

6 – 10 lbs.: Stack of files/books, larger binders, instructional supplies/aides; student chairs

11-20 lbs.: Large stack of files/materials, student backpack, box of supplies, equipment, end of table

21 – 35 lbs./36 - 75 lbs\*: Equipment, if needed; partial weight to assist student as 2 or 3 person lift

**CARRYING:** *Transporting an object usually holding it in the hands, arms or shoulders.*

	Never	Rarely	Infrequently	Occasionally	Frequently	Constantly	Distance
5 lbs. or less				<b>X</b>			Any distance walked
6 to 10 lbs.				<b>X</b>			Any distance walked
10 – 20 lbs.			<b>X</b>				10 to 15 feet
21 – 35 lbs.	<b>X</b>						
36 – 50 lbs.	<b>X</b>						
51 – 75 lbs.	<b>X</b>						
76- 100 lbs.	<b>X</b>						

See Lifting Section for typical items carried. Carts are available.

**PUSHING:** *To exert force on or against an object in order to move it away.*

**Infrequently to Occasionally.** Pushing occurs to close file cabinet, drawer, or to place files in stack, or slide items on a surface utilizing nominal force up to 10 lbs. When classrooms are reconfigured to accommodate a project, pushing desks or tables will occur requiring force of 11- 20 lbs., or if necessary to push a student in a wheelchair. Pushing carts containing equipment or supplies or students in wheelchairs will occur as needed or requested and force varies 10 lbs or less to much higher depending on weight and surface (carpet/smooth cement/rough asphalt/play fields, etc.).

**PULLING:** *To draw towards oneself, in a particular direction or into a particular position.*

**Rarely to Infrequently.** Pulling occurs to open a file cabinet, drawer, to place files in stack, or slide items on a surface utilizing nominal force up to 10 lbs. and occurs routinely within classrooms. On occasions where classrooms are reconfigured, equipment is moved, or assisting student with wheel chair through a doorway/confined space pull force up to 20 lbs. will occur Rarely based on situation.

**CLIMBING:** *Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand and feet.*

**Rarely to Infrequently.** Ascending/descending a standard ADA compliant access ramp to a classroom will occur on some school sites multiple times per day. Landscape or entrance steps may be accessed to enter/exit District buildings, or when involved with students in community-based activities; or a step stool/step ladder to access a higher surface such as a bulletin board.

**BALANCING:** *Maintaining body equilibrium to prevent falling when walking, standing, crouching or running on narrow, slippery or erratically moving surfaces.*

**Occasionally to Frequently.** A good sense of balance is required when assisting students for safety to self, the student, and others. Balancing is required primarily when supporting a student, if necessary, due to imbalance or mobility issues and will occur when standing, walking or crouching. Individual students with special needs may have sudden or erratic movements or require assistance to balance/stabilize on various surfaces. This requirement is dependent the type and nature of students the Instructional Paraprofessional is assigned to assist, but will also occur as necessary when working around younger students.

**STOOPING/BENDING:** *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*



**20 Degrees - Occasionally to Frequently.** A light bend or stoop forward will occur intermittently when reaching across a table or desk to access materials or assist a student. Based on stature and stance bending forward may be required when providing other general assistance to teachers or when performing other job functions. Forward bending occurs to assist students to stand/transfer from chair or wheelchair, changing table or other equipment, and to stabilize; or to access materials or teaching aids on counters, tables, shelves, etc. Forward bending occurs as a short duration lean forward or to a side and from a standing or seated position.



**45 Degrees - Infrequently to Occasionally.** A moderate bend will occur to access lower cabinet shelves when accessing or storing equipment, supplies/forms, or a desk drawer, and to assist a student as necessary. A moderate bend will occur intermittently and not for a prolonged or sustained period of time, but may occur numerous times over the course of a work day.



**90 Degrees- Rarely, and incidentally.** Full bending will occur incidentally to pick up a dropped item or pick up a student backpack, and to access a bottom shelf where materials are stored, or copier paper tray, etc. Where a sustained position is required, the Instructional Paraprofessional has the option to squat, kneel, or sit in a chair.

**TWISTING/TURNING:** *Rotating the torso. This includes turning of upper and lower back, and hips.*

**Upper Torso - Occasionally to Frequently, 0 to 45 degrees.** Left or right upper torso twisting will occur from a seated or standing position. The Instructional Paraprofessional will sit at a table set up or demonstrate activities and provide direct assistance. Task chairs (if used) swivel, but other seating does not. Twisting from a standing position will occur while assisting pupils with playground activities or other physical activities, and in order to address a behavior incident or emergency as necessary. Twisting may also occur to assist special needs students in a variety of basic functions including dressing, toileting, positioning, assisting on/off a change table, or on an adaptive swing or other equipment. Twisting will involve reaching, and on occasion weight bearing or stabilization of students.

**Lower Body - Infrequently to Occasionally.** Lower body pivoting occurs to transfer materials from a lower to higher level, set up or arrange project materials/classroom furniture for special learning activities, and for expediency due to position/stance or adjacent students. With medically fragile or students requiring toileting assistance, lower body twisting may be more frequent due to the need to assist on/off equipment or table/toilet.

**KNEELING:** *Bending legs at knees to come to rest on knee or knees.*

**Infrequently.** Kneeling is not required if the Instructional Paraprofessional is able to perform a full bend or crouch/squat and is therefore discretionary in most settings. However, kneeling will be the most expedient position for performing tasks requiring maintaining a lowered position when accessing or putting away materials on a low shelf, or providing direct assistance to a student for a prolonged period of several minutes. Kneeling will occur on any surface including carpet, grass, cement, etc.

**CROUCHING/SQUATTING:** *Bending body downward and forward by bending legs and spine.*

**Infrequently to Occasionally.** The ability to crouch or squat will occur in some settings or for some circumstances when demonstrating an activity or providing direct assistance to students. Crouching or squatting will be the most expedient position for performing tasks requiring a short duration stable lowered position when assisting medically fragile students or to assist the student with stabilization, or basic functions (positioning, toileting, dressing, etc.) in certain settings. Crouching or squatting will also occur when lifting an end of heavier table to reposition, or where direct eye-level contact is required to provide assistance to a student.

**CRAWLING:** *Moving about on hands and knees or hands and feet.*

**Not Required.**

## **NECK POSITIONS:**

**Extension: 0 - 70 degrees: Infrequently to Occasionally, up to approximately 50 degrees.** Neck extension occurs when seated to view a standing or taller individual, and at other times when writing on the upper section of a white board, assisting with bulletin boards, or classroom decoration, and other tasks. Neck extension will be performed for brief periods with ability to change position at will.

**Flexion: 0 - 80 degrees: Frequently, to approximately 60 degrees.** Most work functions involve looking downward when assisting students with classroom or other learning activities. Neck flexion occurs when organizing or maintaining files, records, and other clerical tasks, and to view immediate surroundings. Looking downward will be sustained for periods of time when reading materials, viewing desk top levels from a seated or standing position, and when accessing materials or equipment stored or used at a lower level. Most routine or specialized job functions require the ability to look downward.

**Left/Right Lateral Rotation: 0 - 45+ degrees: Occasionally, and intermittently.** The Instructional Paraaprofessional monitors the activities of students in a variety of settings, and must be aware of surroundings when performing a variety of job tasks. Full range is generally necessary to scan the general environment, observe and respond to students and unusual noises, and requires full range of motion in urgent or emergency situations. Students must be within line-of-sight at all times.

**Left/Right Lateral Flexion: 0 – 45 degrees: Rarely to Infrequently, and at discretion.** Slight tilting of the head to the left or right will occur when communicating with a student or group of students. This is often especially necessary to demonstrate empathy, but will occur for a very short duration to observe or access items behind obstructions or when assisting to set up equipment; such as to plug or unplug a device.

**REACHING:** *Extended hand(s) and arm (s) in any direction.*

**Forward:** Forward reaching occurs routinely to access materials, documents, etc., on a shelf, table or desk top, and when writing on white boards or accessing bulletin boards. Reaching occurs when distributing papers, books, etc. or organizing files/materials, and when providing general assistance to a student or teacher. Weight bearing will be involved as indicated in Lifting Section. Forward reaching occurs to the degrees indicated below:



**135 to 180 Degrees - Rarely**

**90 to 135 Degrees - Rarely to Infrequently**

**45 to 90 Degrees - Frequently to Constantly**

**Below 45 Degrees - Infrequently to Occasionally**

**Abduction** (*Side reaching 0 - 180 Degrees*): **Not Required.**

**Horizontal Abduction** (0 -90 Degrees)/**Horizontal Adduction** (0 - 45 Degrees): **Occasionally to Frequently.**

Performed primarily as a unilateral movement away and/or across body horizontal reaching occurs to move documents/files from one side of the desk or table to another, or provide direct assistance when working with students. Horizontal reaching will occur to write on white board, access supplies, equipment, and other miscellaneous items used throughout the work day to perform routine job functions. Horizontal reaching will occur bilaterally as necessary involving using both hands, such as to move a stack of files or box or to provide direct assistance to a student, and involve weight bearing or stabilization of weight of the student.

**HANDLING:** *Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.*

**Frequently to Constantly.** 50% or more of tasks involve use of the full hand to handle documents/files, binders or clip board, to access and use materials, supplies/implements, computer mouse, etc. Handling tasks will involve short cycle manipulation of documents with intermittent change of position or change of task. Handling will be performed unilaterally and bilaterally which may involve weight bearing or weight stabilization. Hand functions include three-point pinch (writing), tip-pinch, wrist deviation, rotation, extension and flexion, pronation and supination of the hand.

**FINGERING:** *Picking, pinching, touching, feeling or otherwise working primarily with fingers rather than with the whole hand or arm as in handling, and key-stroking.*

**Occasionally.** Tasks performed involve the use of fingers to manipulate, separate or turn pages, sort or count objects, use a touch pad or control feature, click or scroll using a computer mouse, use a keyboard and other fingering tasks. Fingering and tactile control is necessary for assisting students, and will be repetitive for short cycles with intermittent whole hand actions or a change of task.

**TALKING:** *Expressing or exchanging ideas by means of the spoken work.*

The ability to speak clearly and effectively in all in-person communications and using a communication device (where applicable) is required at any or all times. The Instructional Paraprofessional communicates throughout the work day with a variety of persons to build and maintain positive relationships. Speaking using proper and appropriate language and effective communication techniques is essential to successful outcomes especially when working directly with students. The ability to respond to questions, or various student generated communication is critical to maintaining good relationships, discipline, and clear understanding.

**HEARING:** *Perceiving the nature of sounds by ear. (indicate sound intensity)*

Normal, near normal, or corrected to-range hearing is required to effectively communicate with others in the school setting. The Instructional Paraprofessional must be able to discern nuances in communication style or ability of individual students, and to respond to inter-com notices (bells or speech), or other unusual noises or sounds. School classrooms and campus activities are often noisy, and the ability to hear in these situations is required.

**SEEING:**

Normal, near normal, or corrected to-vision is required to function effectively as an Instructional Paraprofessional. Ability for near acuity ( $\geq 20$  inches), far acuity ( $\geq 20$  feet), depth perception, field of vision, accommodation (adjusting focus) and color identification is critical to effectively working with students.

## ENVIRONMENTAL CONDITION - EXPOSURE TO: (Checked items apply)

- ☒ [ X ] Weather\*\* - Varies significantly 50-90% inside and 10-50% outside
- ☐ [ - ] Extreme Cold
- ☐ [ - ] Extreme Heat
- ☐ [ - ] Wet and/or Humid
- ☒ [ X ] Noise intensity level - Occasional moderate noise
- ☐ [ - ] Vibration
- ☒ [ X ] Atmospheric Conditions - ambient conditions, odors
- ☐ [ - ] Electrical Shock
- ☐ [ - ] Work in High Exposed Places
- ☐ [ - ] Radiation (i.e. X-ray)/Explosives
- ☐ [ - ] Toxic or Caustic Chemicals
- ☒ [ X ] Proximity to Moving Mechanical Parts - Wheelchairs and other assistive devices
- ☒ [ X ] Other Environmental Conditions\*\* - Potential exposure to air and/or blood borne pathogens typical of a school setting

\*\* Instructional Paraprofessionals will assist students in a variety of settings. Students involved in community based activities, vocational training or supported vocational tasks, will be accompanied and assisted. These situations may involve landscape projects, recycling tasks, or other diversified vocational situations with inherent ambient environmental conditions.

## PSYCHOLOGICAL FACTORS:

1. **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions, and the ability to do work requiring set limits, tolerances, or standards.*

Up to 100% of job functions require the ability to provide one-to-one or small group instructional activities that requires maintaining focus and attention, as well as to understand new or non-routine written and oral instructions; and to follow and adhere to general work requirements or standards required in a public school setting. Of these tasks 50-80% of job tasks involve maintaining periods of intense concentration and attention when administering tests, providing direct support and to assistance or leading instructional activities for 20 to 50 minute sessions which are repeated during the work day.

2. **ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS:** *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*

Approximately 50-75% of tasks performed are routine in nature and/or involve asking questions or answering simple inquiries, or obtaining information/answering questions regarding lessons or other classroom/school activities. Routine updates regarding the status of students are provided during the school day to teachers or other support staff.

3. **THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD:** *The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform a consistent pace.*

Up to 100% of job functions involve adhering to time lines (bell schedules) or a specific schedule in order to be in attendance at classes, and to ensure accompanied students are in class at designated times. The school day



is defined by class periods and the Instructional Paraprofessional must be prompt and maintain regular and consistent attendance throughout the day. This includes traveling between campus locations if required. Punctuality and maintaining a schedule and regular attendance is a critical aspect of the purpose and function of the position.

4. **ABILITY TO PERFORM COMPLEX AND VARIED TASKS:** *The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances and standards.*

25% of job tasks involve complex and varied tasks which require the ability analyze and coordinate information, such as student responses when correcting papers, or explaining complex or multi-faceted concepts in a manner and method to achieve a student's comprehension of specific standards or limits pertinent to subject matter. Some records management tasks will require that files be organized or maintained in a specific manner to achieve District requirements, and/or the specific requests of teachers

5. **ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS:** *The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.*

Up to 100% of job functions and responsibilities of the Instructional Paraprofessional require the ability to understand and relate to individuals in a responsible and effective manner. The primary focus of the position is to understand and collaborate with teachers and others and relate to the needs of students in general or special needs classroom activities and in different types of classroom settings. This requires the ability to explain lessons, persuade students to take appropriate actions related to behavior management, and receive criticism or negative responses from students to defuse and create positive results.

6. **ABILITY TO INFLUENCE PEOPLE:** *The ability to convince or direct other; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.*

Up to 100% of daily job functions involve the ability to direct or convince students, and especially the ability to understand the meaning of words and to use them appropriately and effectively. The ability to interact appropriately with students, teachers, and staff is critical to the function and role of the Instructional Paraprofessional. Interactions with individuals with different backgrounds and abilities and to utilize variable communication methods and techniques is critical to successful job performance.

7. **ABILITY TO MAKE GENERALIZATIONS, EVALUATIONS, OR DECISIONS WITHOUT IMMEDIATE SUPERVISION:** *The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.*

Within the scope of responsibility, up to 100% of job functions require the ability to make generalizations to evaluate information and student performance accurately without the immediate supervision of the teacher. This pertains to classroom activities out of sight or in an area where a teacher is not in immediate proximity. In all circumstances and situations, the ability to recognize potential or real hazards and to follow appropriate precautions and actions is critical to the health and safety of students. In some cases, the specific special needs of a student require remembering and implementing detailed or complex information and instructions.

8. **ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING:** *The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct or supervise people; and the ability to respond appropriately to changes in the work conditions.*

35 to 60% of job functions involve independently directing or supervising the activities of students. This occurs when a teacher is not present in the room, or in situations where the Instructional Paraprofessional is working independently with an individual or small group of students. This will occur in conjunction or in addition to regular assigned classrooms, such as in breakaway rooms, or when accompanying students to/from campus areas. Situations requiring the ability to be flexible and to respond to changes in daily routine, changes in schedule and frequent interruptions, occur routinely.