

INSTRUCTIONAL ASSISTANT
DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)

Classified Position
Range 30
Part time (75%) 30 hours per week
10 month position

THE POSITION

Under the direction of the Dean of Deaf Studies and Special Services and the supervision of the DSPS Coordinator, the Instructional Assistant, provides instructional assistance in the Learning Skills Program Classes, to Blind students in mainstream classes, and give assistance and training in the use of assistive technology including software and hardware.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Provide tutorial services to students taking general education classes and learning skills program (LSP) classes. Tutoring will take place individually or in small groups; present learning assistance through the use of compensatory strategies.

Train blind and DSPS students in the use of assistive technology as it relates to their unique learning needs.

Assist in curriculum implementation, to include the development of specialized workshops, the creation of instructional materials for blind and DSPS students, proctoring exams, and grading papers.

Support the LSP instructors with student projects and classroom objectives.

Assist the Learning Disability Specialist by administrating selective achievement subtests, scoring and imputing scores in the CARS-W database.

Set up and maintain specialized equipment, student records and software. Assist in maintaining a clean, safe and secure working lab environment for blind and DSPS students.

Assist in managing a resource library of instructional materials and learning aids.

Perform some technical duties related to computer functions and operations; provide assistance to student users of assistive technology; monitor appropriate use and security of the computers and resource library.

Prepare a variety of letters, memos and promotional materials related to working with blind students. Keep in contact with the Transition Instructor from the California School for the Blind.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of: adaptive technology's software and hardware. Knowledge of how to deal with important issues related to learning disabled and blind students and compensatory strategies to enhance their learning. Knowledge of laws governing the rights of students with disabilities. Knowledge of multi-modal teaching techniques.

Ability to: work with and tutor students with learning difficulties due to disabilities or blindness. Demonstrated ability to develop and maintain effective working relationships involving appropriate interactions and communications personally, by phone and in writing. Ability to work effectively under pressure on a variety of tasks concurrently or when subjected to constant interruptions by individuals or intermittent exposure to angry, scared, or confused individuals. Ability to be sensitivity to the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college personnel and students.

EXPERIENCE AND EDUCATION GUIDELINES:

Any combination of experience and education that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education: Associates degree or higher from an accredited college in Special Education, Behavioral Science or related field or equivalent.

Experience: Two years of experience in tutoring in an educational setting, or instructional assistance experience, or work experience in a social agency serving students with disabilities or other related experience working with students with disabilities.