



**Orange County Department of Education
Human Resources Department
Classified Class Specification**

**Class Code: 4022
Date Adopted: July 1, 2008**

**FLSA Status: Nonexempt
Union Representation: Represented**

Paraeducator – DHH Oral Program

GENERAL PURPOSE

Under general supervision, provides instructional support to individual and small groups of deaf and hard of hearing students (DHH) in various subject-matter areas to reinforce classroom lessons in a OCDE/DHH oral program special day classroom (SDC) setting; accompanies assigned DHH oral program student/s to general education classes; observes, monitors, and records student performance and behavior in both settings; performs administrative functions in support of classroom activities; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Paraeducators -- DHH Oral Program are responsible for providing, under the guidance and direction of a SDC classroom teacher, instruction on various academic subjects to deaf/hard of hearing students in the OCDE/DHH oral program. Incumbents may also accompany and provide instructional assistance to assigned DHH oral program students in general education class/es. Work assigned requires knowledge of subject areas applicable to areas of assignment and the ability to provide effective instructional support to deaf and hard of hearing students in the DHH oral program.

Paraeducator – DHH Oral Program is distinguished from Paraeducator – DHH Total Communication in that incumbents in the latter class use sign language, finger spelling, and total communication skills in instruction and communication with DHH students and also provide manual and oral interpretation/translation services in non-academic classes and extracurricular activities. Incumbents in the former class primarily use oral methods of communication/instruction appropriate to the assigned DHH student population.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Provides instructional support to deaf and hard of hearing students in DHH oral program classrooms and/or general education classrooms; utilizes specialized techniques and methods to provide instruction and assistance to DHH oral program students such as language modeling; works with and tutors individual and small groups of students in various academic subject matter areas to reinforce class lessons, improve skill levels, and assist students in completing academic projects/assignments; accompanies assigned students to and observes student performance during academic and/or non-academic general education classes; monitors, carefully documents, and records student performance, as required; participates in assessment of student comprehension of classroom, small group, or one-on-one lessons, instruction, and activities, and corresponding instructional materials, as well as assessment of additional learning needs; adapts classroom lessons, materials, instructional techniques, and methods as appropriate to meet needs, with direction and guidance from teacher as required.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

2. Confers with and provides and/or obtains information and insight about student progress and/or problems to/from SDC teacher/s, general education teachers, therapists, and others; seeks input and guidance from teachers and others on programs/materials that will best meet student individual learning needs; reviews and reports observations of student performance and behavior progress/issues to teacher/s; provides assistance to teachers and others to determine and understand reasons for and, as necessary, address performance, and behavior progress/issues/problems.
3. Participates in observing and controlling student behavior in classroom, playground, and other assigned settings; in accordance with established OCDE rules and procedures, assists with student discipline and conflict resolution and/or reinforces positive behavior; covers the classroom as needed; supervises students during playground activities; accompanies classes on field trips to assist in supervising students; assists students in entering and leaving school buses.
4. Prepares basic instructional materials for lesson use under teacher direction; prepares and modifies instructional materials according to individual student needs, according to teacher-determined requirements; grades student tests and papers; records student grades; prepares and maintains a variety of student records and files; duplicates or laminates materials.
5. Assists in maintaining a clean, orderly, and safe learning environment; checks the classroom and outside play areas to ensure cleanliness and safety; assists in cleaning and straightening the classroom and playground; supervises children to prevent injuries; provides basic first aid to students as needed; may assist with student personal hygiene and grooming needs.

OTHER DUTIES

1. Attends a variety of meetings and training sessions as required.
2. Performs CPR and First Aid as required.
3. Regularly checks FMs and home hearing aids for malfunctions.

QUALIFICATIONS

Knowledge of:

1. Methods and practices of child guidance, especially as it relates to deaf and hard of hearing students.
2. Special challenges faced by and standard instructional methods and techniques specific to providing effective instructional support to DHH oral program students.
3. Basic subject matter areas taught in OCDE schools, including mathematics, grammar, spelling, language, and reading.
4. Use and operation of various assistive devices, including FMs and home hearing aids, used by students in the DHH oral program.
5. Procedures and practices of classroom and playground safety.
6. Conflict resolution methods and techniques.
7. Correct English usage, including spelling, grammar, punctuation, and pronunciation.
8. Administrative practices and procedures, including record-keeping, and filing practices and procedures.

Ability to:

1. Provide instructional assistance to students in basic subject matter areas taught in OCDE schools, including mathematics, grammar, spelling, language, and reading
2. Recognize individual student learning needs and adapt instructional methods, materials, and assignments to facilitate learning.
3. Operate a computer and other standard office equipment.
4. Organize, set priorities, and exercise sound judgment within areas of responsibility.
5. Organize and maintain confidential student records and files.
6. Communicate clearly and effectively, both orally and in writing.
7. Understand and follow written and oral instructions.
8. Assist in disciplining students according to approved policies and procedures.
9. Deal with sensitive and difficult situations.
10. Establish and maintain effective working relationships with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.
11. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is one year of experience working with deaf and hard of hearing children in an organized setting; and one of the following, or an equivalent combination of training and experience:

- Completion of at least two years of study at a college or university; OR,
- An Associate of Arts degree; OR,
- Satisfactory completion of an approved paraeducator test; OR,
- Demonstration of a rigorous standard of quality through a state or local assessment including knowledge of and the ability to assist in instruction in reading, writing, and mathematics.

Licenses; Certificates; Special Requirements:

OCDE in-service or other training and certification as required to meet the needs of assigned student/s.

Obtain valid CPR and First Aid certifications within six months of employment.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to sit, walk, and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, or feel controls; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist, and lift up to 25 pounds from ground, waist, and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision, and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; and interact with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee works in a classroom setting, and the noise level is occasionally moderately loud.