

Program Specifications – INSTRUCTIONAL ASSISTANT

Function Number	Essential Functions INSTRUCTIONAL ASSISTANT
1	Demonstrate the knowledge base necessary to support learning in the areas of reading, writing and math
2	Identify developmentally appropriate child/adolescent physical, social/emotional, intellectual, and language characteristics and their developmental and environmental impact on learning
3	Observe and document developmental characteristics (physical, social/emotional, intellectual, and language) of learners
4	Model developmentally appropriate interactions with students
5	Apply brain-based learning, learning styles, and multiple intelligence theories/practices
6	Incorporate “on the spot” instructional adaptations and accommodations to support student learning based on individual needs
7	Implement teacher directed modifications to assist student learning
8	Utilize a variety of instructional strategies, media, and technology to foster the development of critical thinking and problem solving
9	Apply effective and positive behavior management techniques
10	Follow established classroom and school policies and procedures in regards to behavior management
11	Demonstrate effective written and verbal communication in working collaboratively within the school setting and interactions with students and families
12	Listen and follow directions accurately; seek clarification when instructions are not fully understood
13	Assist in planning and implementing instructional strategies that reflect the learning cycle
14	Demonstrate reflective self-assessment
15	Use goal setting to enhance professional growth
16	Assume professional responsibility for ethical, moral, and legal policies and procedures
17	Demonstrate the ability to receive and incorporate feedback
18	Assume professional responsibility for ethical, moral, and legal policies and procedures in the school setting
19	Report health and safety issues to supervisors (physical health, social/emotional health)
20	Identify school safety and emergency plans
21	Take initiative to apply school health and safety policies and procedures in structured and unstructured settings

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Physical Factors	YES	NO	Essential Function/s
Standing	◆		21
Walking	◆		21
Sitting	◆		21
Lifting			
10 lbs.	◆		21
20 lbs.	◆		21
50 lbs.	◆		21
100 lbs.		◆	
100 lbs. +		◆	
Carrying			
10 lbs.	◆		21
20 lbs.	◆		21
50 lbs.	◆		21
100 lbs.		◆	
100 lbs. +		◆	
Pushing/Pulling			
10 lbs.	◆		21
20 lbs.	◆		21
50 lbs.	◆		21
100 lbs.		◆	
100 lbs. +		◆	
Climbing	◆		21
Balancing	◆		21
Bending	◆		21
Stooping	◆		6, 8, 21
Crouching	◆		6, 8, 21
Kneeling	◆		6, 21
Crawling	◆		21
Running	◆		21

Physical Factors	YES	NO	Essential Function/s
Twisting	◆		21
Turning	◆		21
Jumping	◆		21
Grasping-Firm/Strong	◆		8, 21
Grasping-Light	◆		8, 21
Finger Dexterity	◆		8, 21
Reaching Forward	◆		8, 21
Reaching Overhead	◆		8, 21
Pinching	◆		8, 21
Simultaneous use of Hand, wrist, fingers (e.g. typing, data entry)	◆		3, 8, 11, 21
Coordination			
Eye-hand	◆		8, 11, 21
Eye-hand-foot	◆		21
Driving		◆	
Vision			
Acuity, Near	◆		3, 8, 9, 10, 21
Acuity, Far	◆		3, 9, 10, 21
Depth perception	◆		9, 21
Accommodation		◆	
Color vision		◆	
Field of vision	◆		9, 10, 21
Face-to-face conversation	◆		4-13, 17, 19, 20
Verbal conversation with others	◆		4-13, 17, 19, 20
Public speaking	◆		11
Hear normal conversation	◆		4-13, 17, 19, 20
Hear telephone conversation	◆		21

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Environmental Factors	YES	NO	Essential Function/s
Works indoors	◆		16
Works outdoors	◆		16
Exposure to extreme hot or cold temp	◆		16
Working at unprotected heights		◆	
Being around moving machinery		◆	
Exposure to marked changes in temperature/humidity	◆		16
Exposure to dust, fumes, smoke, gases, odors, mists or other irritating particles (<i>specify</i>)		◆	
Exposure to toxic or caustic chemicals		◆	
Exposure to excessive noises	◆		16
Exposure to radiation or electrical energy		◆	
Exposure to solvents, grease, or oils		◆	
Exposure to slippery or uneven walking surfaces	◆		16
Working in confined spaces	◆		16
Using computer monitor	◆		16
Working with explosives		◆	
Exposure to vibration		◆	
Exposure to flames or burning items		◆	
Works around others	◆		16
Works alone	◆		16

Environmental Factors	YES	NO	Essential Function/s
Works with others	◆		16
Safety Equipment (Required to wear) Safety glasses	◆		16, 21
Face mask/face shield		◆	
Ear plugs		◆	
Hard Hat		◆	
Protective Clothing		◆	

Program Specifications –INSTRUCTIONAL ASSISTANT

Cognitive/Mental Factors	YES	NO	Essential Function/s
Reasoning Deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions	◆		1-11, 14, 19-21
Interpret instructions furnished in oral, written, diagrammatic, or schedule form	◆		7-12, 19-21
Deal with problems from standard situations	◆		1, 6-10, 19, 21
Carry out detailed but uninvolved written or oral instructions	◆		1, 6-8, 11, 12
Carry out one or two step instructions	◆		1, 6-8, 11, 12
Mathematics Complex skills –Business math, algebra, geometry or statistics	◆		1, 6, 7
Simple skills – add, subtract, multiply and divide whole numbers and fractions, calculate time and simple measurements	◆		1, 6, 7
Reading Complex skills - Comprehend newspapers, manuals, journals, instructions in use and maintenance of equipment, safety rules and procedures and drawings	◆		1, 8, 11, 12, 19, 20

Cognitive/Mental Factors	YES	NO	Essential Function/s
Simple skills - Comprehend simple instructions or notations from a log book	◆		1, 3, 7, 8, 10-12, 19-21
Writing Complex skills – Prepare business letters, report summaries using prescribed form at and conforming to all rules of punctuation, spelling, grammar, diction and style	◆		1, 3, 6, 8, 11, 19
Simple skills – English sentences containing subject, verb and object; names and addresses, complete job application or notations in log book	◆		1, 3, 4, 6, 8, 11, 19
Perception Spatial – ability to comprehend forms in space and understand relationships of plane and solid objects; frequently described as the ability to “visualize” objects of two or three dimensions, or to think visually of geometric forms	◆		1, 21
Form – ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of line	◆		1

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Cognitive/Mental Factors	YES	NO	
Clerical – ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation	◆		1, 3, 7, 11
Data Synthesizing	◆		5, 6, 17
Coordinating	◆		6, 7, 10
Analyzing	◆		2, 3, 6, 7, 14
Compiling	◆		3
Computing		◆	
Copying	◆		8, 11
Comparing	◆		2
Personal traits Ability to comprehend and follow instructions	◆		6-10, 19, 21
Ability to perform simple and repetitive tasks	◆		4, 7-9
Ability to maintain a work pace appropriate to a given work load	◆		3-12, 18, 19, 21
Ability to relate to other people beyond giving and receiving instructions	◆		4-13, 16-18, 20, 21
Ability to influence people	◆		4-10, 18
Ability to perform complex or varied tasks	◆		5-11, 18, 21

Cognitive/Mental Factors	YES	NO	Essential Function/s Number
Ability to make generalizations, evaluations or decisions without immediate supervision	◆		5-10, 13-15, 18, 19, 21
Ability to accept and carry out responsibility for direction, control and planning	◆		5-16, 19, 21

A change in your ability to perform any of the Essential Functions must be reported to Joan Miksis, Associate Dean, (608) 785-9275, or to your instructor immediately.