

INSTRUCTIONAL AIDE – READING AND WRITING

GENERAL DESCRIPTION OF CLASS

Under the general direction of an administrator, manager, or guidance by a faculty chair, assists students enrolled in English courses with a variety of educational support tasks including but not limited to working with individual students or small groups during class time or in laboratories or in the Center for Academic Success (CAS), modeling best practices, updating and maintaining records, assisting students with reading and writing processes, and providing feedback and input on assignments.

DISTINGUISHING CHARACTERISTICS: The Instructional Aide-Reading and Writing provides direct support and assistance to students and instructors through a variety of support settings such as classroom, lab, CAS, and small group environments.

REPRESENTATIVE DUTIES: The duties recorded below are representative of the duties of the class and are not intended to cover all the duties performed by incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related or a logical assignment to this class. The essential duties of the class are indicated with an asterisk *.

BASIC FUNCTION: The duties of this classification may involve performing the most technical and difficult tasks, requiring specialized or advanced skill in one or more areas of the work assigned. The duties below are not inclusive but characteristic of the type of work associated with the class. Individual positions may do all or some combination of the duties listed below as well as other related duties.

1. Assists with the preparation of class materials, including but not limited to assignment sheets, quizzes, and materials in the online learning management system. *
2. Performs outreach to students and provides direct assistance to new, continuing, or prospective students and instructors; normalizes support services through a strength-based approach to foster independent and academic development. *
3. Tutors individual students in a variety of settings including but not limited to CAS, small groups, classroom, and online; supports students in critical thinking, research strategies, writing processes, and digital literacy. *
4. Collaborates and communicates with instructors and CAS faculty to support an effective learning environment in the classroom; assists with the development, maintenance, and update of available resources and services that support the success of students; shares information specific to resources and student needs with other Reading and Writing Center staff in CAS; may compile and organize reference documents by CAS tutors and instructors by course, when needed. *
5. Provides CAS orientations for small groups or entire classes; collaborates with the classroom instructor(s) to make appropriate referrals to CAS services and other appropriate campus resources. *
6. Partners with classroom instructor(s) to enhance students' progress and positive student outcomes; reinforces instructors' expectations and models best practices in the classroom; ensures confidentiality in accordance with District policies, procedures, and Family Educational Rights and Privacy Act (FERPA). *
7. Utilizes effective techniques to improve students' progress in reading strategies and comprehension; supports students or research strategies, the writing process and digital literacy; encourages students as necessary while promoting independent learning. *

8. Assists and supports students during lectures and/or lab time on the main campus and satellite campuses on reading and writing assignments, in a variety of formats including but not limited to hard copy, digital, or online. *
9. Updates and maintains student records and attendance sheets with accuracy, completeness, compliance, and confidentiality of documents including but not limited to tracking and monitoring student participation in CAS services, as assigned. *
10. Participates in meetings with classroom instructors and other instructional aides as appropriate. *
11. Travels to District satellite campus locations to perform job duties.
12. Attends and participates in trainings, meetings, conferences, workshops, and professional development opportunities to maintain consistent support of students in courses aligned with current pedagogical and learning assistance practices. *
13. Supports an effective learning environment in the classroom; assists CAS management with organization and maintenance of CAS Reading and Writing Center; assesses needs for new reading and writing resources, organizes instructors' written input specific to writing assignments, general upkeep of free loan reading books. *
14. Interacts with diverse populations and constituencies in a wide range of situations requiring judgement, tact, and diplomacy. *
15. May assist and participate in the review, assessment, and recommendation of new or additional reading and writing resources in collaboration with CAS management.
16. May serve on a variety of District committees as requested.
17. Performs other duties that support the overall objective of the position.

MINIMUM QUALIFICATIONS**EDUCATION/EXPERIENCE:**

- High School Graduate or General Educational Development (GED); **AND**
- One year (1) college level coursework with advanced or college-level English course(s) with successful completion and passing grade(s); **AND**
- One (1) year of experience directly related to the duties and responsibilities of the position.
- Or, any combination of education and experience which would provide the required qualifications for the position.

CERTIFICATES, LICENSES, REGISTRATION, SPECIAL AND/OR OTHER REQUIREMENTS:

- Required to hold and maintain a valid driver license 'if and when' travel is required in the course of work.
- May be required to travel for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

DESIRED QUALIFICATIONS:

- Associate degree in Language Arts or related discipline.
- Bachelor's degree in Language Arts or related discipline.
- Demonstrated ability to work with people from diverse backgrounds.
- Experience supporting or working with students with disabilities.
- Experience working with students for whom English is their second language.

KNOWLEDGE, SKILLS, AND ABILITIES: (May be acquired through education, training and/or experience.)**Knowledge of:**

- District and college policies, procedures, rules, and regulations related to the area of assignment.
- California Education Code and Title V as it relates to the area of assignment.
- Family Educational Rights and Privacy Act (FERPA).
- Rules, regulations, laws, and Board policies, and procedures governing the District.
- Laws and ordinances related to the area of assignment.
- Educational systems.
- Reading and writing processes and grammar conventions.
- Standard spoken and written English usage.
- Elements of standard grammar usage, spelling, vocabulary, and punctuation.
- Basic mathematics.
- Composing, proofreading, and preparing correspondence.
- Record-keeping, filing, file sharing, and filing system methods and techniques.
- Effective communication skills both verbally and in writing.
- Computer software programs, applications, and databases.
- Modern office practices, procedures, methods, and techniques.
- Microsoft Office Suite (Word, Excel, Outlook, and PowerPoint).

Ability to:

- Perform the essential responsibilities of the position.
- Understand and apply District and department policies and procedures related to the area of assignment.
- Integrate local, state, and federal laws and regulations related to the area of the assignment.
- Read, understand, learn, interpret, and apply rules, regulations, policies, and procedures related to the area of the assignment.
- Demonstrate background knowledge, explain and teach students or entry level tutors reading and writing processes and grammar conventions.
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- Recognize special instructional needs of students.
- Provide effective student tutoring and make appropriate referrals to available resources, as needed.
- Clarify, offer, or direct students to available resources for completing assignments across multiple disciplines.
- Understand and carry out verbal and written instructions and direction.
- Effectively communicate both verbally and in writing.
- Communicate clearly and concisely, both verbally and in writing.
- Maintain accuracy and pay close attention to detail in a fast-paced environment of changing priorities.
- Plan, organize, and prioritize workload to meet schedules and timelines.
- Prepare, update and maintain records, files, file sharing, and filing systems accurately and with confidentiality.
- Exercise problem solving and critical thinking skills related to the scope of authority.
- Utilize keyboarding skills commensurate with the required functions for this position.
- Effectively and fluently utilize computers to perform advanced-level document production including the complex formatting of documents, creating charts, establishing and maintaining databases and spreadsheets.

- Utilize computer software programs, applications, and databases; computer hardware and peripheral equipment related to the area of assignment.
- Communicate with students, staff, and the public in person and via a variety of communication modalities using various technology resources.
- Work with individuals from diverse populations.
- Establish and maintain cooperative relationships with those contacted in the course of work.

RELATIONSHIPS WITH OTHERS:

The incumbents in this class are in daily contact with department, college, District faculty, staff, administrators, students, vendors, and the public, as needed.

SUPERVISION EXERCISED and/or RECEIVED:

The incumbents in this class may provide basic training and mentoring to student workers, short term employees, and new reading and writing aides.

The incumbents in this class receive general supervision from the assigned manager or other administrative superiors. May receive guidance from faculty chairs and Learning Resource instructor(s). Supervision is provided regarding interpretation and application of District, college, and/or department policies and procedures, applicable state and/or federal regulations. Work is usually performed independently and reviewed by supervisors as needed to ensure accuracy, completeness and compliance with practices and regulatory standards. Incumbents in this class follow policies and guidelines as outlined by the District, college and/or departmental procedures, policies, and directives.

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 classification, the incumbent is regularly required to sit, walk, and/or stand, speak or hear, both in person and by telephone. Use hands repetitively to finger, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds. must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment, The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s). Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

- **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered in the course of work.

WORK ENVIRONMENT AND CONDITIONS:

- **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 incumbent works under typical office conditions, and the noise level is usually quiet.

- **Working Conditions**

Work is performed primarily indoors where minimal safety considerations exist.

Butte Glenn Community College District (BGCCD) IS AN EQUAL OPPORTUNITY

EMPLOYER: To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions.

Butte Glenn Community College District is committed to creating a diverse workforce focused on equity, inclusion, and accessibility for all faculty, staff, administrators, managers, and students. The District is dedicated to building an environment that supports our diverse student populations providing opportunities to mentor, encourage, and prepare our students to be successful in the world and expose them to global perspectives. Our District community of professionals is devoted to enriching our students' lives by bringing to light a variety of ways to engage and discover their individual and collective paths through education.

BGCCD is committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, color, language, accent, citizenship status, ancestry national origin, age, sex, religion, sexual orientation, gender identity, parental status, marital status, veteran status, physical or mental disability or medical condition, or on the basis of these perceived characteristics.