

**Waimea Middle Public Conversion Charter School**  
**Para Professional Educator (PPE)**  
**To Provide Direct Instructional Support (DIS)**  
**2019-20 School Year**

**Position Description**

**GENERAL SUMMARY**

The PPE will work under the direct supervision and in close proximity of a classroom or special education teacher to provide instructional support to a student or group of students. The PPE will assist with classroom management, including organizing instructional and other materials; will assist students in computer support; will assist students with library or media support and/or assist with parental involvement activities. Works under the direction of the principal or designee.

**BASIC EDUCATIONAL REQUIREMENTS:**

The PPE must meet Every Student Succeeds Act (ESSA) Para Professional requirements via one of the following:

1. Forty-eight (48) semester credits for baccalaureate level courses from an accredited institution of higher education recognized by the HDOE. The 48 credits may be from various program or academic subject areas. In addition, three (3) credits must be for Math and three (3) credits for English courses, or
2. An Associate in Arts (AA) or Science (AS) degree from an accredited institution recognized by the HDOE. The credits earned for the degree must include a minimum of 48 credits for courses that are baccalaureate level, or
3. Successful completion of the ParaPro Assessment provided by the Education Testing Service (ETS).

**DUTIES AND RESPONSIBILITIES:**

- Engages in positive behaviors at all times, treating students and colleagues with dignity and showing regard for individual differences and diversity.
- Is proficient in oral and written language and uses it to communicate information clearly, efficiently, and effectively.
- Understands his/her role in relation to other members of the team, participates in the team's processes for decision making and problem solving, shares ideas and viewpoints, and values and respects the perspectives and roles of others.
- Is well acquainted with policies, procedures and understands and practices their implementation particularly with regards to such issues as confidentiality, reporting suspected child abuse, use of school property, and student discipline and restraint.
- Exercises good judgment as a member of the educational team and as a school employee. Demonstrates regular attendance, punctuality, honesty, responsibility, concentration, and attention to detail.
- Willingly and intentionally participates in professional development opportunities.
- PPE, especially when employed in special education, ELL, or bilingual programs or in Title I schools and programs, becomes acquainted with general provisions of state and federal laws applicable to their student assignment. This includes such legal areas as ADA, IDEA, Section 504, FERPA, etc. When working in special education, develops a thorough understanding of the

purpose of an IEP and how to implement those portions for which he/she is responsible to include such areas as individualized instructional support, restraint, use of time out, etc.

- Possesses and practices a basic understanding of learning styles, skill generalization, and the process by which students learn. Develops and maintains familiarity with the variety of materials used in their classrooms, particular instructional strategies the licensed educator employs, and strategies for the inclusion of all students in the learning environment.
- Monitors learning groups and effectively intervenes and assist with lesson development and summary.
- Recognizes cultural differences in beliefs, traditions and values. Provides positive acknowledgement of cultural differences and works to model and foster cross-cultural understanding and works toward effective communication across cultures.
- Uses data to develop a thorough understanding of the developmental levels of the student with whom he/she is working. Understands risk factors that prohibit or impede typical development. Recognizes cognitive, physical or social/emotional development which may impact student achievement. Possesses a basic knowledge of particular disabilities such as attention deficit disorder and specific learning disabilities, and their impact on development.
- Assists in the general management of the classroom as well as management of individual student behavior. Possesses a strong working knowledge of commonly used behavioral strategies such as positive reinforcement, modeling appropriate behaviors, using proximity management, and the appropriate use of time-out. Aware of and adheres to school guidelines around behavior management and discipline.
- Assists with other duties as requested by school Principal.

#### **PHYSICAL AND MEDICAL REQUIREMENTS:**

Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

**AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER**