

## POSTING IS REQUIRED

### Classification Notice No. 1346

To: Agency Heads and Employees  
From: Christopher M.A. Lujan, Interim Director  
Date: July 6, 2011  
Subject: Proposed Change to the Classification and Pay Plan

### **The proposed change amends the Classification and Pay Plan by adding Special Education Teaching Assistant (614-O) and Special Education Teaching Assistant Supervisor (806-O).**

The Family Crisis Center (FCC) at DHS currently has staff that is providing paraprofessional classroom assistance to the Special Education Teachers who instruct youth at the FCC. Current Federal legislation necessitates the creation of a new Special Education Teaching Assistant class to ensure that the staff has the necessary skills and knowledge to comply with Federal requirements for instructional paraprofessionals.

The No Child Left Behind (NCLB) Act of 2001 specifies employment requirements for instructional paraprofessionals working in PK-12 Title I programs, and these requirements include higher levels of education for instructional paraprofessionals working in Title I schools. Specifically, instructional paraprofessionals must possess specific skills and knowledge in reading, writing, mathematics and instruction to be considered qualified to assist in instruction. The NCLB outlines requirements that apply to all instructional paraprofessionals (including those who work with students with disabilities) carrying out instructional duties in a school-wide program, regardless of whether the positions are funded with federal, state or local funds. In a school-wide program, Title I funds support all teachers and instructional paraprofessionals.

Facility schools such as the FCC's were not required to follow components of the NCLB until the last few years. Facility schools, private schools and institutions all have unique components and have to go through different stages of implementation, and the reauthorization of NCLB is underway under the Obama administration. DHS is complying with guidelines set forth by the Facilities Unit at the Colorado Department of Education.

The Special Education Teaching Assistant Supervisor classification will be responsible for all elements of supervision over the Special Education Teaching Assistants. It is not practical for Special Education Teachers to be responsible for supervising the assistants, as their role is concentrated solely on teaching. Special Education Teachers spend their time focusing on Individualized Education Plans, direct instruction, academics, behavior management, etc.; and while they will indirectly provide guidance and supervision to teaching assistants, the teaching assistants will interact with multiple teachers during the school day so having a designated supervisor is critical to be able to streamline and focus the supervision of the teaching assistants back to one person. Also, the supervisor class will alleviate a strenuous span of control for the Special Education Teacher Supervisor, who currently supervises 11 FTE's and 4 contract positions.

### **NEW CLASSES**

<u>Job Code</u>	<u>Classification Title:</u>	<u>Pay Grade &amp; Range</u>
CO2446	Special Education Teaching Assistant	614-O (\$32,276-\$47,123)
CO2447	Special Education Teaching Assistant Supervisor	806-O (\$36,881-\$58,843)

Per Career Service Rule 7-37 A – “If it is determined, as a result of an audit or maintenance study, that changes to the classification and pay plan are necessary, the effective date of any resulting re-allocations shall be the beginning of the first work week following approval by the Board.”

The Career Service Executive Personnel Director shall provide those appointing authorities who are affected with a draft of proposed changes in the plan, and notice shall be posted on appropriate bulletin boards at least thirteen calendar days from the date of this notice.

**Public Notice of Changes:**

The scheduled time for the public hearing is **Thursday July 21, 2011 9:00 a.m.** in the CSA Board Room, Room 4.F.6, Webb Municipal Building, 201 West Colfax Avenue.

**Note:** Please submit any questions or comments on this proposal in writing to Bruce Backer [bruce.backer@denvergov.org](mailto:bruce.backer@denvergov.org), Career Service Authority, in care of Alena Martinez [alena.martinez@denvergov.org](mailto:alena.martinez@denvergov.org) by 8:00 a.m. on **Wednesday July 20, 2011**. Please include a contact name and phone number so that we may respond directly.

If anyone wishes to be heard by the Board on this item, please call Leon Duran [leon.duran@denvergov.org](mailto:leon.duran@denvergov.org) at (720) 913-5168 no later than noon on **Tuesday July 19, 2011**.



## Career Service Authority

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# Special Education Teaching Assistant

### **GENERAL STATEMENT OF CLASS DUTIES**

Performs paraprofessional performance work providing instruction and support for classroom teachers who provide educational services to special needs and general education students.

### **DISTINGUISHING CHARACTERISTICS**

This class performs paraprofessional work providing instruction and support for classroom teachers who provide educational services to special needs and general education students. This class is distinguished from the Staff Special Education Teacher that performs entry level professional educational work while receiving training in the principles, practices, and teaching methods and techniques, works under close supervision, and as the employee gains experience, assignments expand in complexity and scope.

#### ***Guidelines, Difficulty and Decision Making Level:***

Guidelines are generally numerous, well established, and directly applicable to the work assignment. Work assignment and desired results are explained by general oral or written instructions.

Duties assigned are generally repetitive and restricted in scope but may be of substantial intricacy. Employee primarily applies standardized practices.

Decisions or recommendations on non-standardized situations are limited to relating organizational policies to specific cases. Problems that are not covered by guidelines or are without precedent are taken up with the supervisor.

#### ***Level of Supervision Received and Quality Review:***

Under normal supervision, within a standardized work situation, the employee performs duties common to the line of work without close supervision or detailed instruction. Work product is subject to continual review.

#### ***Interpersonal Communications and Purpose:***

Contacts with the public or employees where explanatory or interpretive information is exchanged, gathered, or presented and some degree of discretion and judgment are required within the parameters of the job function.

#### ***Level of Supervision Exercised:***

None.

## ESSENTIAL DUTIES

Assists students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, providing writing assistance, reinforce English lessons, provide spelling practice, facilitate activities, computer learning programs, power point, word processing, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.

Responds to emergency situations, including ensuring medication is administered accurately, and making sure appropriate paperwork is completed for any incidents that occur in the facility.

Supports classroom teachers and other school personnel for the purpose of assisting them in the implementation of curriculum and teaching methodologies.

Monitors students during assigned periods within a variety of school environments (e.g. classroom, playground, field trips, library, lunchroom, bus loading/unloading, etc.) for the purpose of ensuring the safety and welfare of students.

Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.

Administers classroom assignments, tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the instructional process.

Supports students with emotional or behavior concerns and assists them in developing appropriate social skills.

Maintains classroom equipment, work area, and manual and electronic files and records for the purpose of ensuring availability of items; providing written reference; providing a safe learning environment; and/or meeting mandated requirements.

Implements the overall Family Crisis Center program per programming policies and procedures.

Performs other duties as assigned or requested.

Any one position may not include all of the duties listed.  
However, the allocation of positions will be determined by  
the amount of time spent in performing the essential duties  
listed above.

## MINIMUM QUALIFICATIONS

### ***Competencies, Knowledge, & Skills:***

**Teaching Others** – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

**Reading** – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

**Writing** – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written

information which may include technical material that is appropriate for the intended audience.

**Interpersonal Skills** – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

**Oral Communication** – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

**Problem Solving** – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

**Planning and Evaluating** – Organizes work, sets priorities, determines resource requirements, determines short or long-term goals and strategies to achieve them, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

**Teamwork** – Encourages and facilitates cooperation, pride, trust, and group identity, fosters commitment and team spirit, and works with others to achieve goals.

**Diversity** – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

**Customer Service** – Works with customers to assess needs, provide assistance, resolves problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

**Conflict Management** – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

**Flexibility** – Is open to change and new information, adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles, and effectively deals with ambiguity.

**Technology Application** – Uses machines, tools, instruments, and/or equipment effectively and uses computer applications to analyze and communicate information in the appropriate format.

**Stress Tolerance** – Deals calmly and effectively with high stress situations.

**Learning** – Uses efficient learning techniques to acquire and apply new knowledge and skills and uses training, feedback, or other opportunities for self-learning and development.

Ability to respond to emergency situations which may require physically subduing and restraining of students.

**Physical Demands** (Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs):

Carrying: transporting an object usually by hand, arm, or shoulder.  
Standing: remaining on one's feet in an upright position.  
Walking: moving about on foot.  
Sitting: remaining in the normal seated position.  
Carrying: transporting an object, usually by hand, arm, or shoulder.  
Pushing: exerting force upon an object so that the object is away.  
Pulling: exerting force on an object so that it is moving to the person.  
Climbing: ascending or descending objects usually with hands/feet.  
Balancing: maintaining body equilibrium to prevent falling over.  
Stooping: bending the body by bending spine at the waist.  
Kneeling: bending legs to come to rest on one or both knees.  
Crouching: bending body downward and forward by bending legs.  
Crawling: moving about on hands and knees or hands and feet.  
Reaching: extending the hand(s) and arm(s) in any direction.  
Handling: seizing, holding, grasping, or otherwise working with hands.  
Fingering: picking, pinching, or otherwise working with fingers.  
Feeling: perceiving attributes of objects by means of skin receptors.  
Talking: expressing or exchanging ideas by means of spoken words.  
Hearing: perceiving the nature of sounds by the ear.  
Repetitive motions: Making frequent movements with a part of the body.  
Eye/hand/foot coordination: performing work through using two or more.  
Lifting: Raising or lowering an object 25 – 50 pounds.

**Working Environment:**

Contact with high needs students/clients under wide variety of circumstances.  
Exposed to unpleasant elements (accidents, injuries, and illness).  
Handles emergency or crisis situations.  
Subject to varying and unpredictable situations.

**Education Requirement:**

High School or GED plus completion of at least two years (48 credit hours) of study at an institution of higher education OR passing a formal state or local assessment measuring knowledge of and ability to assist classroom teachers in reading, writing and mathematics.

**Experience Requirement:**

One year working with students with behavioral/learning difficulties.

**Education/Experience Equivalency:**

Additional appropriate education may substitute for the minimum experience requirement.

***Licensure and/or Certification:***

By assignment, driver's license by the completion of probation.

**CLASS DETAIL**

***FLSA CODE:*** Non-Exempt

***ESTABLISHED DATE:*** xx/xx/2011

***ESTABLISHED BY:*** Tony Gautier

***REVISED DATE:*** N/A

***REVISED BY:*** N/A

***CLASS HISTORY*** This is a new class created for Denver Human Services.



## Career Service Authority

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# Special Education Teaching Assistant Supervisor

### GENERAL STATEMENT OF CLASS DUTIES

Performs supervisory duties over Special Education Teaching Assistants who provide instruction and support for classroom teachers who provide educational services to special needs and general education students, and serves as the substitute teacher in the absence of the Special Education Teacher.

### DISTINGUISHING CHARACTERISTICS

This class performs supervisory duties over Special Education Teaching Assistants. It is distinguished from the Youth Counselor Supervisor class that performs supervisory duties over youth counselors who provide individual coaching, conduct group sessions, and assist in the development of treatment plans for youth in a residential treatment facility.

#### ***Guidelines, Difficulty and Decision Making Level:***

Guidelines are in the form of stated objectives for the section, unit, function, or project.

Work assignment is generally unstructured and employee is responsible for assigning and supervising a variety of functions to achieve the objectives of the section, unit, or project. Duties performed involve weighing and evaluating factors requiring judgment, analytical ability, and problem solving.

Employee is responsible for simultaneous coordination and supervision of several functions, programs, or projects in various stages of completion.

#### ***Level of Supervision Received and Quality Review:***

Under administrative supervision, the employee has personal accountability for carrying out an assigned function, program, or project within the scope of established guidelines and objectives and is expected to resolve problems that arise in the normal course of the work. Completed work is generally reviewed for soundness of judgment, conclusion, adequacy, and conformance to policy.

#### ***Interpersonal Communications and Purpose:***

Contacts are of a non-prescribed nature involving the negotiation and resolution of problems and where exceptional degrees of discretion, judgment, and specialized knowledge are required in carrying out the programs and policies of an organization.

***Level of Supervision Exercised:***

Supervises two or more Special Education Teaching Assistants.

**ESSENTIAL DUTIES**

Supervises and evaluates the work of paraprofessionals who provide instruction and support for classroom teachers providing educational services to special needs and general education students.

Assists students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, providing writing assistance, reinforce English lessons, provide spelling practice, facilitate activities, computer learning programs, power point, word processing, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.

Acts as a lead/primary staff member including responding to emergency situations, ensuring medication is administered accurately, training staff and volunteers, and making sure appropriate paperwork is completed for any incidents that occur in the facility.

Acts as the substitute teacher in the absence of the primary Special Education Teacher.

Maintains classroom equipment, work area, and manual and electronic files and records for the purpose of ensuring availability of items; providing written reference; providing a safe learning environment; and/or meeting mandated requirements.

Implements the overall Family Crisis Center program per programming policies and procedures.

Reviews, develops, or modifies work plans, methods, and procedures, determines work priorities, and develops work schedules to provide adequate staff coverage. Provides work instruction and assists employees with difficult and/or unusual assignments and encourages innovation. Assigns and distributes work, reviews work for accuracy and completeness, and returns assignments with recommendations for proper completion.

Conducts hiring interviews and selects candidate(s) for job opening(s).

Resolves problems and mediates conflicts encountered during daily operations, determines appropriate solutions, and promotes teamwork. Encourages regular communication and informs staff of relevant business issues and their impact on the organization.

Develops the performance enhancement plan, documents performance, provides performance feedback, evaluates the work of the employee, and provides reward and recognition for proper and efficient performance. Develops and implements training and development plans and opportunities for subordinate staff.

Encourages and guides others toward goals.

Ensures quality, effectiveness, and efficiency of unit activities and safety measures.

Documents causes for disciplinary action, initiates letters of reprimand, and makes formal recommendations for disciplinary action. Responds to formal and informal employee grievances and prepares written responses.

Performs other related duties as assigned.

Any one position may not include all of the duties listed.  
However, the allocation of positions will be determined by  
the amount of time spent in performing the essential duties  
listed above.

## MINIMUM QUALIFICATIONS

### ***Competencies, Knowledge, & Skills:***

**Education and Training** – Knowledge of teaching, training, research, making presentations, lecturing, testing, and other instructional methods.

**Teaching Others** – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

**Reading** – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

**Writing** – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written information which may include technical material that is appropriate for the intended audience.

**Interpersonal Skills** - Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

**Oral Communication** – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

**Planning and Evaluating** – Organizes work, sets priorities, and determines resource requirements, determines short- or long-term goals and strategies to achieve them, coordinates with other organizations or parts of the organization to accomplish goals, and monitors progress and evaluates outcomes.

**Decision Making** – Makes sound, well-informed, and objective decisions, perceives the impact and implications of decisions, commits to action even in uncertain situations to accomplish program goals, and causes change.

**Teamwork** – Encourages and facilitates cooperation, pride, trust, and group identity, fosters commitment and team spirit, and works with others to achieve goals.

**Human Resources Management** – Empowers staff by sharing power and authority, develops lower levels of leadership, pushing authority down and out throughout the organization, shares rewards with staff, and ensures staff is properly selected, used, appraised, developed, and are treated fairly.

**Managing Diverse Workforce** – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce and manages workforce diversity.

**Technical Competence** – Uses knowledge that is acquired through formal training and extensive on-the-job experience to perform one's job, works with, understands, and evaluates technical information related to the job, and advises others on technical issues.

**Conflict Management** – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

**Flexibility** – Is open to change and new information, adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles, and effectively deals with ambiguity.

**Stress Tolerance** – Deals calmly and effectively with high stress situations.

**Learning** – Uses efficient learning techniques to acquire and apply new knowledge and skills and uses training, feedback, or other opportunities for self-learning and development.

Knowledge of supervisory theories and methods sufficient to be able to perform a variety of supervisory functions.

Ability to respond to emergency situations which may require physically subduing and restraining of students.

### ***Physical Demands:***

Carrying: transporting an object usually by hand, arm, or shoulder.

Standing: remaining on one's feet in an upright position.

Walking: moving about on foot.

Sitting: remaining in the normal seated position.

Carrying: transporting an object, usually by hand, arm, or shoulder.

Pushing: exerting force upon an object so that the object is away.

Pulling: exerting force on an object so that it is moving to the person.

Climbing: ascending or descending objects usually with hands/feet.

Balancing: maintaining body equilibrium to prevent falling over.

Stooping: bending the body by bending spine at the waist.

Kneeling: bending legs to come to rest on one or both knees.

Crouching: bending body downward and forward by bending legs.

Crawling: moving about on hands and knees or hands and feet.

Reaching: extending the hand(s) and arm(s) in any direction.

Handling: seizing, holding, grasping, or otherwise working with hands.

Fingering: picking, pinching, or otherwise working with fingers.

Feeling: perceiving attributes of objects by means of skin receptors.

Talking: expressing or exchanging ideas by means of spoken words.

Hearing: perceiving the nature of sounds by the ear.

Repetitive motions: Making frequent movements with a part of the body.

Eye/hand/foot coordination: performing work through using two or more.

Lifting: Raising or lowering an object 25 – 50 pounds.

***Working Environment:***

Contact with high needs students/clients under wide variety of circumstances.  
Exposed to unpleasant elements (accidents, injuries, and illness).  
Handles emergency or crisis situations.  
Subject to varying and unpredictable situations.

***Education Requirement:***

Bachelor's Degree in Education, Human Services, Psychology, Sociology or a directly related field.

***Experience Requirement:***

Three years of experience at the type and level of a Special Education Teaching Assistant.

***Education/Experience Equivalency:***

Additional appropriate education may substitute for one year of the required experience.

***Licensure and/or Certification:***

Possession of a valid driver's license required at the time of application.

Possession of a 3 year substitution authorization from the State of Colorado required at the time of application.

**CLASS DETAIL**

***FLSA CODE:*** Exempt

***ESTABLISHED DATE:*** xx/xx/2011

***ESTABLISHED BY:*** Tony Gautier

***REVISED DATE:***

***REVISED BY:***

***CLASS HISTORY*** This is a new class written specifically for positions at Denver Human Services.