



CLASSIFICATION DESCRIPTION

Cultural Immersion Program Assistant (Ojibwe Language)

<u>Title of Immediate Supervisor:</u> Coordinator of Indian Education/Lead Teacher	<u>Department:</u> Office of Education Equity	<u>FLSA Status:</u> Non-Exempt
<u>Accountable For (Job Titles):</u> N/A		<u>Pay Grade Assignment:</u> Educational Assistants, Addendum A1, Wages

General Summary or Purpose Of Job:

The Cultural Immersion Program Assistant (CIPA) will work within the classroom with the teacher to support the academic and linguistic achievement of native English-speaking and/or native Ojibwe –speaking students within a rigorous one-way or two-way dual language immersion instructional framework.

He/she is also responsible for collaborating with school personnel, parents and community agencies to provide quality instructional programs and to perform other duties directly related to support the academic and linguistic achievement of native English-speaking and/or native Ojibwe-speaking students.

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)	FRE-QUENCY
1.	<p>Education service: Work with elementary students individually and in small groups on learning tasks in the target Ojibwe Language skills.</p> <p>Carry out teacher-introduced learning activities in the target Ojibwe language.</p> <p>Assist Lead teacher in setting up learning stations in the target Ojibwe language as developmental activities.</p>	Daily 40%
2.	<p>Education planning: Work with the Lead teacher in organizing a system for teaching Ojibwe Language to students and developing and implementing home learning activities.</p> <p>Work with the Lead teacher in constructing instructional materials in the target Ojibwe Language.</p> <p>Assist Lead teacher in daily classroom management, using the target Ojibwe Language in the areas of classroom expectations, instructions directions, routines, and procedures.</p>	Daily 25%



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3.	<p>Administrative: Maintain accurate classroom attendance and student progress. Coordinates transportation for special events. Participates in various training sessions as assigned.</p>	Daily 10%
4.	<p>Provides information: Assist with providing promotional materials of school sponsored events/activities to other school personnel, community organizations and families of current and prospective Ojibwe Language students.</p>	Daily 5%
5.	<p>Equipment/supplies: Setting up, operating, distributing and performing minor maintenance on a variety of equipment used in the learning process within the classroom.</p> <p>Makes home visits regarding attendance, health issues, and to obtain approving signatures. Maintains effective relationships with these families.</p>	Monthly 10%
6.	<p>Special programs: Assist in developing and participating in special programs, such as in school activities, field trips, conferences and student assemblies.</p>	Monthly 10%
7.	<p>Performs other duties of a comparable level or type.</p>	As required

Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Requires a minimum of an Associate Degree, and at least one year of experience working in an early childhood or elementary classroom that facilitates a student-centered learning activities related to Ojibwe Language Immersion.

ACTFL (American Council on Teaching of Foreign Languages) Intermediate-high/advanced-low oral proficiency and literacy in the Ojibwe Language is preferred

Certification or Licensing Requirements_(prior to job entry):

Knowledge Requirements:

Requires knowledge of:

- Ojibwe language double-vowel writing system
- Cultural and historical aspects of Ojibwe people.
- Cultural and socioeconomic diversity and population issues.
- Early childhood education materials, including learning games for pre-school children.



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Skill Requirements:

Skilled in:

- Organizing work load as to get maximum use of time and effectiveness.
- Multi task and priorities work task
- Written and verbal communication skills to make oral presentations.
- Researching resources of outside organizations for the benefit of students and parents.
- The usage of desktop computers and applications software.

Ability Requirements:

Ability to:

- Organize workload that provides effective and efficient achievement.
- Make oral presentations that are clear and concise
- Use desktop computers and applications software.

Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk				√
Sit		√		
Use hands dexterously (use fingers to handle, feel)		√		
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl		√		
Talk and hear				√
Taste and smell	√			
Lift & Carry:				
Up to 10 lbs.		√		
Up to 25 lbs.	√			
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			

General Environmental Conditions:

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work. Work is frequently performed in outdoor weather conditions when traveling between school sites or community agencies.

The typical noise level is considered to be moderate.



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General Physical Conditions:

Work can be generally characterized as:

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

Vision Requirements: Check box if relevant	Yes	No
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		

Job Classification History:

New position classified by ISD 709, Human Resource Management, August 21, 2014
Banding and grading by Bjorklund Consulting Services on August 24, 2014.
School board approval on _____.