

DEPARTMENT OF EDUCATION	47.482
STATE OF HAWAII	47.483
SUPPORT SERVICES PERSONNEL (SSP)	47.484

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Class Specifications for the:

EDUCATIONAL ASSISTANT SERIES

This series includes all positions which provide instruction-related support services to teachers, counselors, social workers, therapists, and other professionals who have immediate and intrinsic concern for the academic, personal, social, and/or vocational development of students located in an educational setting.

The primary function of positions in this series is to provide instruction-related support services ranging from class management activities to assisting in the physical care of students and providing limited instructional and guidance services under the direction of a professional teacher, counselor, social worker, etc. While positions in this series perform a variety of support services, their primary role is to assist a teacher, counselor, other qualified provider (therapist, nurse, speech pathologist, etc.) in academic instruction, social and emotional therapy, or therapeutic services and adaptive living skills training.

There may be considerable variation in the work situations of individual positions. Positions are found at all grade levels from pre-school through high school and work with varying numbers of students, from one to hundreds (in counseling/guidance programs which are available to the entire school population). Students represent a variety of capabilities, from having multiple severe disabilities to being gifted/talented. Work situations may include, but are not limited to, assisting one teacher in a fully self-contained classroom, assisting several teachers in different classrooms, assisting a counselor for a grade level or the entire school, or assisting teachers who work in special educational projects. The assigned teacher may teach only one subject at one grade level or a variety of subjects for one class or multiple grades, which may consequently affect the work given to the Educational Assistant.

Although work differs among positions because of differences in programs, students' ages and levels of capabilities (academic, social, physical, mental and emotional), and instructional methods utilized by supervisors, interaction with students is their primary duty. Thus, knowledge and application of interpersonal skills and techniques are required, along with the ability to work effectively and cooperatively as a support person. Knowledge of specific, pertinent support techniques (e.g., class management) typically gained through on-the-job training and other experience or education is required for positions above the entry level.

Note: Of critical importance in performing all work characteristic of this series is the significant involvement and interaction with students and concern with their development. Positions that, although located in an educational setting, do not have as their primary concern the academic, personal, social, and/or vocational development of students should not be allocated to classes in this series. Instead, those positions should be allocated to another, more appropriate series or class (e.g., positions that are primarily involved with general and/or library clerical functions shall be allocated to the appropriate clerical class; positions that are required to have specific academic training in another discipline in order to serve as qualified assistants to professional therapists shall be allocated to the appropriate therapeutic assistant classes). Finally, positions are also distinguished from professional teacher positions as teaching work requires application of theoretical knowledge customarily gained by a prolonged course of specialized academic instruction and study in an institution of higher learning.

Higher-level Educational Assistant positions may also perform work characteristic of lower level positions, but such work is temporary or limited in nature. As such, it does not constitute the primary role of the position nor, under these circumstances, does it affect the higher level classification.

Levels in this series are distinguished on the basis of various combinations of the following factors:

1. Knowledge and abilities required.
2. Supervision received.
3. Available guidelines.
4. Complexity of work.
5. Nature and purpose of personal contacts.
6. Physical abilities and exertion required.
7. Risks and discomfort in the work environment.

EDUCATIONAL ASSISTANT I

47.482

Duties Summary:

Provides assistance to a professional educator by learning and performing duties in the control and care of students; receives training in classroom and/or guidance office operations, expected roles, and functions; and performs other related duties as assigned.

Distinguishing Characteristics:

This is the entry-level, trainee class in the Educational Assistant series. The duties and responsibilities assigned at this level are intended to provide opportunities to practice and develop a fundamental knowledge of instruction-related skills. Supervision received is close and continuous, but simple and recurring routines may be performed

under general supervision as experience is gained. Duties characteristic of a higher-level Educational Assistant will also be performed for training purposes as incumbents in these positions are generally expected to progress to higher levels.

This class includes two types of positions:

Type A performs a variety of instruction-related support services such as class management, student care, and clerical duties, as assigned.

Type B provides limited instruction-related recurring tasks in the personal care of students with disabilities.

Examples of Duties: *(Positions may not be assigned all of the duties listed, nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning duties that are logical for the position. The classification of a position should not be based solely on the examples of duties performed.)*

Participates in orientation and other training sessions as required; helps students prepare for lunch, rest period, and use of restroom by washing their hands, taking down mats, undoing buttons and zippers, etc.; provides routine toileting and feeding assistance to students with disabilities; oversees playground and lunchroom activities to assure proper behavior; checks for and reports hazards; observes students for illness, checks for injury, and makes referral to teacher or health aide as necessary; escorts students to and from bus stops; gathers them for activities; may oversee small groups or individuals in carrying out assigned work to ensure order is maintained and teacher's instructions are followed; cleans up spills and tidies the classroom, supply closet, office, and other areas as necessary; checks and posts attendance or other data to student records as directed; copies instructional material on the blackboard; clips, mounts, and files magazine pictures, news articles, etc.; collects money for class and other school activities, keeps record, and deposits money with school office; assembles and distributes teaching and other materials and supplies; matches supplies and equipment to inventory lists; uses a variety of office machines to originate or duplicate materials; may use a computer for simple typing; may set up and operate audio-visual equipment after proper instructions; may make folders and labels for new student referrals and provide them with teacher-developed lists of required supplies to take home to parents; and may contact parents as requested by teacher to remind them to submit excursion slips, provide their child with appropriate school supplies, etc.

Knowledge and Abilities Required:

Knowledge of: Standard English language communication skills in order to speak, read and write effectively; and basic arithmetic.

Ability to: Understand and follow oral and written instructions; learn and perform a variety of classroom activities and related clerical tasks; learn classroom management

and student care methods and techniques; speak and work effectively with students and others; learn practical aspects of educational program goals, functions, and activities; and learn to use duplicating and other office and classroom machines and equipment.

EDUCATIONAL ASSISTANT II

47.483

Duties Summary:

Provides assistance to a professional educator by performing a variety of education-related supportive tasks; receives training in instruction or counseling-related tasks; and performs other related duties as assigned.

Distinguishing Characteristics:

Positions in this class independently perform class management and/or personal care work. At this level, positions are expected to increase their proficiency in instruction-related skills by learning and performing tasks that require academic instructional techniques or working with students who are multiply disabled.

Positions may also function as advanced trainees who, in addition, simultaneously continue to receive training in and perform instruction-related and/or counseling or guidance type work characteristic of the next higher level class under the close supervision of a professional educator or counselor. Supervision received by positions in this class is close to new assignments characteristic of the next higher level but may be lessened as competence is demonstrated. Duties of a higher-level Educational Assistant may also be performed for training purposes.

This class includes two types of positions:

Type A positions independently perform the full range of typical class/student management and care duties that involve maintaining order and discipline in the classroom and related areas while assuring the physical, emotional, and social well-being of students. In addition, positions of this type may learn and utilize various academic and instructional techniques to reinforce lessons presented by the teacher. Related duties as assigned may include duplicating and maintaining files of materials, scoring objective tests by using a scoring key, and recording results in the teacher's grade book.

Type B positions perform routine, recurring tasks in assisting students with multiple disabilities with personal care, physical maintenance, and the development of basic or adaptive living skills. This work includes providing assistance to students in developing basic skills such as eating, toileting, and dressing; positioning students in adaptive equipment, monitoring student's personal equipment such as braces, hearing aids, etc. and routinely checking student for signs of discomfort or pain; and implementing programs to enhance student's social skills, self-esteem, and participation

in school and community settings. Tasks may be complicated by the conditions that may limit the student's physical, social, and/or cognitive functioning. Work is performed in accordance with directions given by teachers and therapists, with little or no room for deviation, and the supervisor is usually available to oversee all aspects of work. Once instruction on recurring tasks has been provided, they are performed independently with minimal supervision. There may be a need for physical strength to frequently assist students on and off wheelchairs, toilets, and other equipment and/or to vary their positions. Positions of this type may also receive training in instructional tasks such as assisting students in performing adaptive living and vocational skills.

Examples of Duties: *(Statements noted in lowest level also apply.)*

Type A: Maintains order and cleanliness in the classroom and other designated areas by making sure furniture is in place for study and other activities, spills are wiped up, books and games are returned to their proper places, etc.; maintains order among students by making sure they behave appropriately in the classroom and other areas, stressing qualities such as sharing and politeness; monitors examinations; performs a range of record-keeping work such as using answer sheets to score objective and/or standardized tests, computing scores using scoring keys, and recording grades in the teacher's grade book or project reporting forms; maintains student records of personal information, attendance, daily work performance; gathers information from classroom records at teacher's request to complete forms, use in parent/teacher conferences, etc.; writes brief factual notes to parents in student's "communication book" regarding behavior, homework, field trip reminders, etc.; learns and utilizes lesson reinforcement techniques; as assigned, independently conducts simple drills in subjects such as spelling and arithmetic; reads stories to children; leads games and other recreational activities; observes and reports on children's progress; and drafts incidents and other reports as directed.

Type B: Leads or wheels students to the restrooms, lifts them onto toilet, wipes and cleans students, changes diapers and sanitary napkins as necessary; assists students in washing hands, mouth, combing hair, etc.; prepares food for students (e.g., blending, chopping) and feeds them; under supervision, passively ranges limbs of students (i.e., moves students' limbs through all movements possible) in order to at least maintain maximum movement; under supervision, positions students utilizing therapeutic equipment as needed in order to inhibit abnormal reflexes, facilitate better postural alignment and more normalized movement, and allow for weight bearing through limbs, etc.; disinfects therapeutic equipment; interacts with students by talking, playing, or reading to them; under closer supervision, may train students in activities to increase participation in various school community settings including instructing students in appropriate social skills in public settings (staying with group, watching others, waiting for turn, etc.), mobility skills, pedestrian safety, and using common community environments (e.g., making purchases in a supermarket, ordering at a fast food restaurant, borrowing a book in the library, etc.), and performing vocational tasks such as wiping tables, collating, stuffing envelopes, and dusting shelves.

Knowledge and Abilities Required: In addition to those at the next lower level:

Knowledge of: Basic awareness of educational program goals, functions, and activities.

Ability to: Perform a variety of designated classroom management and related tasks; learn and perform specific instruction-related tasks and testing routines; learn to use a variety of instructional materials and equipment; develop a familiarity with common academic, social, behavioral, and developmental problems of students and the materials, methods, and techniques used to observe, record, and cope with these problems.

EDUCATIONAL ASSISTANT III

47.484

Duties Summary:

Provides assistance to professional educators, counselors, social workers, and others by performing a variety of instruction-related, counseling, or guidance support tasks; and performs other related duties as assigned.

Distinguishing Characteristics:

Positions in this class independently perform a variety of academic and non-academic instructional, counseling, or guidance support tasks in accordance with established guidelines and available resources. The performance of such tasks requires a basic understanding of pertinent educational goals and methods and familiarity with a variety of common academic, social, behavioral, and developmental problems faced by students and the basic foundations for possible resolution of those problems.

Supervision received is general in nature; i.e., once an educational professional has established goals and parameters for students and activities, the incumbent is expected to follow through and work independently. On occasion, supervision may be close because of the introduction of new techniques, equipment, and activities, but incumbents are expected to function independently once instructions have been provided and/or demonstrated.

This class includes four types of positions:

Type A positions independently perform various academic instruction-related support activities. The work includes tutoring students in a specified aspect of knowledge (e.g., subtraction of single-digit whole numbers) as directed by the teacher. The teacher specifies the lesson to be learned by the student(s) but a position in this class may select the method of tutoring from several pre-approved methods. A position in this class is also expected to observe and report on student progress and difficulties.

Type B positions independently provide social, vocational, and daily living instruction to students with disabilities in a school and/or community setting to enable them to function as independently as possible. The teacher specifies the lessons and/or tasks, techniques, and monitoring requirements, but the position is expected to observe and report on student progress and difficulties, and make suggestions, based on prior experience, to modify techniques and tasks. Teachers are available for consultation in school, but positions may sometimes function away from them during activities conducted in the community with the student(s).

Type C positions independently perform assigned counseling support activities. Positions must be able to develop rapport with students and encourage them to express their problems, observe and report on students' progress and difficulties, and carry out pre-approved activities with students which promote a healthy self-concept, develop social skills, and help provide early identification of special needs.

Type D positions independently provide articulation reinforcement lessons and repetitive drills to correct/improve speech sounds. A speech pathologist provides instructions and guidance in the proper usage/placement of the tongue, lips, jaw, etc., and is available for further consultation as required. A position of this type may also receive training relating to common speech/language disorders and problems and the methods and techniques used in speech therapy to correct them.

Examples of Duties: *(Statements noted in lowest level also apply.)*

Type A: Assists designated students in completing specified math, reading, and other academic work by explaining instructions, monitoring students' work procedures, pointing out and correcting errors, and bringing persistent problems to the teacher's attention. In addition, conducts oral or written remedial drills; administers and scores objective exams; converts raw scores into percentages by using conversion tables or mathematical computations; administers teacher-prepared and/or textbook essay exams; develops simple, short-answer essay exams to help reinforce teacher's lessons; completes standard progress report forms for teacher's review; reads, or has students read stories and discusses with students; organizes simple cooking lessons and other activities; develops and maintains bulletin boards, holiday theme decorations, and displays of students' work; organizes and oversees students on excursions; observes and reports on students;' overall well-being; performs a variety of related clerical work.

Type B: Receives briefing from a teacher, counselor, other educational or related service professional on strengths and limitations of students with disabilities; discusses goals and tasks to be accomplished; implements tasks, using special tools/equipment, educational/therapeutic techniques and strategies as directed by the teacher and stated in the Individualized Education Program (IEP); monitors and reports on students' progress and problems in carrying out tasks and meeting goals; suggests modifications to tasks; maintains accurate records of students' performance and regularly discusses data with teacher; accompanies assigned student(s) to various sites to provide instruction and training in (a) motor responses (e.g., sitting, standing, walking, reaching,

grasping) to enable student participation in various functional activities; (b) social/communication responses (e.g., vocalization/verbalization, eye pointing, hand pointing, using gestures/signs, using augmentative communication devices to facilitate student's ability to indicate choice, express needs, relate experiences, socialize, respond to classroom instruction and routines, and complete assignments); (c) daily living and vocational tasks (e.g., performing appropriate oral-motor movements to chew and swallow more efficiently, self-feeding, washing hands, accepting supervision, following rules, washing dishes, washing clothes, sorting laundry, wiping table in cafeteria, raking leaves in yard, stamping books in library); and (d) community skills (e.g., using public transportation, making purchases, ordering in a restaurant, pedestrian safety, and using recreational facilities).

Type C: Develops rapport with students to establish a trusting relationship; conducts specified activities to address specific, identified problems that interfere with learning, such as limited attention span, behavioral and social problems, and poor self-concept; discusses students with counselor and/or project psychiatrist or psychologist who provides suggestions for alternative techniques or activities; listens and encourages students to talk about their perception of their problems in school, in the community, and at home; records observations and reports them to the counselor or other professionals; provides information on school guidelines to students or parents interested in forming groups and assists by arranging for meeting rooms, typing and posting notices, etc.; encourages parent participation in school, group, and community activities; serves as liaison between school and community; may serve as advisor to parent or student social or special interest groups in accordance with school/DOE guidelines; may serve as a lay member of a professional counseling team to report on student behavior while using guidance materials, problems student showed or mentioned when speaking informally or other similar observations; may serve on other committees as appropriate; performs a variety of related clerical work.

Type D: Receives briefings from a speech pathologist regarding limitations of speech and/or language impaired students to discuss goals, objectives, and tasks to be accomplished; tutors student in the correct usage of socially appropriate language in relation to time, place, situation and persons involved; receives instructions from the speech pathologist and provides articulation reinforcement lessons and repetitive drills to correct/improve speech sounds; learns common speech and language problems and disorders, and basic instructions/remedial techniques used in speech and language corrections; performs routine testing on drill work using tally sheets; may perform other speech related activities such as feeding, which is related to oral motor motions and vocalizing; may learn to assist students with academic lessons by utilizing techniques which facilitate language processing, e.g., vocabulary building; may receive training in adapting and devising materials and activities to meet individual students' needs, and in writing simple narrative reports, and may provide clerical services for the speech pathologist and/or diagnostic team.

Knowledge and Abilities Required: In addition to those at the next lower level:

Knowledge of: Instruction, testing and learning related methods and techniques; social, behavioral and developmental problems of students.

Ability to: Conduct and monitor specific instruction-related, counseling, guidance, and testing routines; maintain computer and paper files; learn to use and assist others in using computer equipment or programs; write simple narrative reports; lead small group discussions; and develop rapport and maintain effective relationships with students and others.

Minimum Qualification Requirements:

Education Requirements:

Graduation from high school or equivalent and one of the following, as described by the Federal Government's No Child Left Behind Act of 2001:

1. Successful completion of an examination approved by the Hawai'i State Department of Education (Department), such as the ParaPro or ParaPathways Assessment provided by the Education Testing Service (ETS).
2. At least 48 baccalaureate-level semester credits from an accredited institution recognized by the Department, which included 3 credits in mathematics and 3 credits in English.
3. An associate degree or higher from an accredited institution recognized by the Department.

Experience Requirements:

Except for the substitutions provided for in this specification, applicants must have had the kind, quality, and amount of experience described below:

Class Title	General Experience (years)	Specialized Experience (years)
Educational Assistant I	0	0
Educational Assistant II	1	0
Educational Assistant III	1	1

One (1) year of experience is defined as a school year, which is approximately 180 instructional days in Hawaii.

General Experience: Paid or volunteer experience which involved direct interaction with people and demonstrated the ability to provide and elicit information, observe, evaluate and take action or report accurately on different situations. Examples include serving on school or community committees, advising youth groups, or participating in parent/teacher/student meetings and activities.

Specialized Experience: Work experience providing direct academic, personal, social, vocational development, or behavioral services to children, students, and/or individuals with disabilities, preferably in an educational setting supporting professional staff.

Substitutions Allowed:

1. Possession of a Child Development Associate credential, or completion of a related program from an accredited institution recognized by the Department or an approved community organization may substitute for one-half (1/2) year of Specialized Experience.
2. Successful completion of 15 baccalaureate-level semester credits from an accredited institution recognized by the Department may substitute for one-half (1/2) year of General Experience up to a maximum of one (1) year.
3. Successful completion of 15 baccalaureate-level semester credits in Education or closely related field from an accredited institution recognized by the Department may substitute for one-half (1/2) year of Specialized Experience up to a maximum of two (2) years.
4. Possession of an associate degree from an accredited institution recognized by the Department may substitute for one (1) year of General Experience.
5. Possession of an associate degree in Education or closely related field from an accredited institution recognized by the Department may substitute for all General and Specialized Experience.
6. Possession of a bachelor degree or higher from an accredited institution recognized by the Department may substitute for all General and Specialized Experience.
7. For high school graduates from a Department school, each of the following may substitute for one (1) year of Specialized Experience up to a maximum of two (2) years:
 - A. Completion of the Level 4 course in either the Teaching As a Profession (TAP) or Learning Support Professionals (LSP) program.
 - B. Possession of one (1) credit for relevant work-based learning (internship, fieldwork, etc.) through the TAP or LSP programs.
8. Excess Specialized Experience may be substituted for the General Experience.

Quality of Experience:

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to conclusively demonstrate the ability to perform the duties of the position.

Selective Certification:

Specialized knowledge, skills, and abilities may be required to perform the duties of some positions. For such positions, selective certification requirements may be established and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Organizations requesting selective certification must show the connection between the kind of training and/or experience on which they wish to base selective certification and the duties of the position to be filled.

Tests:

Applicants may be required to qualify on an appropriate examination.

Physical and Medical Requirement:

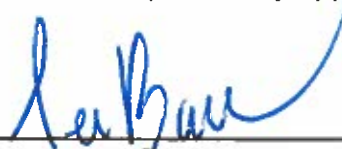
Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

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This is an amendment to the class and minimum qualification specifications for the classes, "EDUCATIONAL ASSISTANT SERIES" that were previously approved on June 30, 2003, and June 6, 2013.

DATE SIGNED:

03/27/2026



Sean Bacon

Assistant Superintendent
Office of Talent Management

EFFECTIVE DATE:

04/16/2026