

DEPARTMENT OF EDUCATION  
STATE OF HAWAII  
SUPPORT SERVICES PERSONNEL (SSP)

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Class Specifications for the:

TEACHING ASSISTANT SERIES

Positions in this series assist in student education through instructional planning, tutoring, and direct teaching support. Roles range from developing short-term activity sequences for specific lesson objectives to planning extended, quarter-long curriculum segments. Positions assess student progress and adapt instructional methods to meet individual learning needs.

TEACHING ASSISTANT I

47.472

**Duties Summary:**

Assists in the education of students by planning the learning activity sequences and instructional methods used to tutor students to achieve predetermined lesson goals and objectives; and performs other related duties as assigned.

**Distinguishing Characteristics:**

This class reflects responsibility for planning multi-step instructional segments, choosing appropriate methods to develop students' skills, and tutoring students across one or more academic subject areas. The work requires subject-matter knowledge, the ability to assess student progress, and the discretion to adjust the pace and delivery of activities.

A certified teacher or other professional educator establishes the overall goals and guidelines - such as those outlined in the students' Individualized Education Program (IEP). Within those established parameters and through discussions about lesson planning, positions in this class independently determine the sequence, methods, and instructional resources needed to achieve the student's learning goals. Positions may also modify methods, activities, or sequences to align with students' current knowledge and levels of understanding. Work is performed under the general supervision of a professional educator who is readily available to discuss problems or concerns and provide technical advice and assistance.

**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.)*

1. Plans learning activity sequences and instructional methods using teacher manuals, textbooks, and other established reference materials to achieve predetermined goals and objectives.
2. Discusses lesson plans with the teacher and prepares necessary instructional materials, handouts, and workbook exercises.
3. Tutors students individually or in small groups across assigned academic subject areas.
4. Assesses student progress and determines the need for review, remediation, or modification of activity pace and instructional methods within established parameters.
5. Prepares, administers, and scores simple quizzes, textbook tests, and daily homework assignments.
6. Keeps the teacher informed on student progress, daily activities, lessons planned and conducted; communicates routine progress to parents as directed.
7. Observes and supports student well-being, offering encouragement, guiding students in expressing their feelings constructively, and recognizes when to refer problems to professional staff.
8. May participate in parent conferences and prepare basic progress reports as required.
9. Maintains classroom order and ensures the health and safety of students.
10. May perform minor clerical tasks on a non-significant basis, such as filing, copying materials, recording grades, collecting money, maintaining bulletin boards, or assisting with field trip arrangements.

**Knowledge and Abilities Required:**

**Knowledge of:** Relevant subject area and the activities, methods, techniques, and materials to achieve predetermined educational goals and objectives in those areas; Standard English language communication skills in order to speak, read, and write effectively; grammar; arithmetic, including addition, subtraction, multiplication, and division; student/classroom management techniques; and common academic social, behavioral, and developmental problems of students.

**Ability to:** Plan the sequence of learning activities and select methods to achieve predetermined goals and objectives; implement learning activities; assess students' progress and modify learning activities and methods as necessary; understand and follow oral and written instructions; develop rapport and recognize the need to seek technical advice and assistance; perform various clerical tasks and use office and classroom machines and equipment, prepare simple narrative and other reports.

## TEACHING ASSISTANT II

47.473

### **Duties Summary:**

Assists in the education of students by establishing specific learning objectives, activity sequences, and instructional methods used in teaching students to achieve broad, generally stated educational goals; and performs other related duties as assigned.

### **Distinguishing Characteristics:**

This class reflects responsibility for assisting in student education by planning extended instructional sequences and units across one or more academic subject areas. The work requires significant subject-matter expertise, as positions independently determine the materials, methods, procedures, and short-term objectives needed to achieve broad educational goals (e.g., teaching an entire poetry unit in an English class).

Positions in this class assess and evaluate student progress and adjust short-term objectives, materials, and instructional strategies as necessary. Work is performed under the general supervision of a professional educator who is available to provide guidance, technical advice, and assistance as needed.

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

1. Plans extended activity sequences and unit instruction for assigned students across academic subjects.
2. Establishes specific short-term objectives necessary to achieve broad, generally stated educational goals.
3. Determines appropriate materials, methods, and instructional procedures to meet learning objectives, including researching supplementary materials outside the school setting.
4. Provides direct instruction and teaching support, evaluating student progress and modifying short-term objectives, materials, and procedures as needed.
5. Prepares, selects, administers, and grades tests, quizzes, and homework assignments to evaluate student learning and record academic progress.
6. Meets regularly with teachers, therapists and other professionals to review student progress, resolve learning challenges, and receive technical advice.
7. Supports student personal and emotional growth, providing encouragement, assisting with problem-solving, and making professional staff referrals when necessary.
8. Maintains order in the classroom and ensures a safe, healthy learning environment.

9. May participate in parent-teacher conferences and prepare student progress summaries as needed.
10. May perform minor clerical tasks on a nonsignificant basis.

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

Knowledge of: Activities, methods, techniques, and materials to achieve generally stated goals and objectives in the relevant subject area; and pertinent resources outside the school setting.

Ability to: Plan the sequence of learning activities and determine appropriate short-term objectives, materials, methods, and procedures to achieve generally stated goals and objectives.

**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 in this specification, applicants must have the kind, quality, and amount of progressively responsible experience described below:

| Class Title           | General Experience (years) | Specialized Experience (years) | Technical Experience (years) |
|-----------------------|----------------------------|--------------------------------|------------------------------|
| Teaching Assistant I  | 1                          | 2                              | 0                            |
| Teaching Assistant II | 1                          | 2                              | 1                            |

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

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.

Technical Experience: Progressively responsible work experience \*comparable to the Teaching Assistant I class described above. This experience must have included assisting in the education of students by planning an instructional segment covering several sequential activities including the methods to be used in developing students' skills and knowledge; assessing students' progress; and modifying learning activities and methods as necessary.

In addition to the Specialized and/or Technical Experience required, applicants must possess knowledge of the relevant subject area in which the vacancy exists, and the activities, methods, techniques, and materials used for instruction in this area. This knowledge may have been gained through education and/or experience and concurrently or separately from the required experience.

\* "Comparable" work is work of equivalent difficulty and responsibility that provided the essential knowledge, skills, and abilities found in the referenced class.

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 one (1) year of Specialized Experience.
6. Possession of a bachelor's degree or higher from an accredited institution recognized by the Department may substitute for all General and one (1) year of Specialized Experience.
7. Possession of a bachelor's degree in Education or its equivalent from an accredited institution recognized by the Department may substitute for all of the General, Specialized, and Technical Experience requirements.
8. 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.
9. 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:

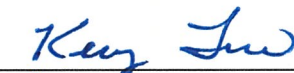
Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

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This is an amendment to the class specifications and minimum qualifications for the TEACHING ASSISTANT I and II classes that were previously approved on June 30, 2003, and June 6, 2013, respectively.

DATE SIGNED: JUL 31 2026

EFFECTIVE DATE: 08/01/2026

  
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for Sean Bacon  
Assistant Superintendent  
Office of Talent Management