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## PreK Educational Assistant

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Portland Public Schools (PPS) is seeking talented people from diverse backgrounds and experiences to lead change and inspire PPS students. At PPS, we believe every employee plays a supportive role in our students achieving success. We hope to attract talented educators who model the core PPS Educator Essentials. With the District's focus on eliminating systemic racism and its adverse impact on student learning, we seek to hire individuals who bring to our district a deep commitment to racial equity, social justice, and our district's efforts to provide our youngest students and their families with high-quality PreK programming aligned with our Early Learners Core Values. We are seeking educators with a demonstrated commitment to supporting and implementing high-quality, inclusive, student- and family-centered early childhood education.

### **POSITION SUMMARY**

PreK Educational Assistants provide direct assistance and support to PreK students (ages 3-5), their families, the classroom team, ECSE (Early Childhood Special Education) coaches, program staff, and school community. They are responsible for maintaining a positive classroom environment, developing positive adult-child and peer interactions, supporting Individual Family Service Plans (IFSP), ECSE or behavioral plans, and facilitating child-centered, developmentally appropriate, and playful learning experiences for young children.

### **MAJOR DUTIES AND RESPONSIBILITIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Leads learning activities in small groups, large groups, and with individual children as planned with the Lead Teacher.
- Facilitates guided play, make believe play, inquiry, exploration, observation, collaborative play, and games using intentional prompts, provocations, questions, elaboration, and language development strategies to support individual learning goals and priority early learning standards.
- Supervises a variety of student activities including playgrounds, cafeteria, arrival, dismissal, and bus loading/riding.
- Contributes to the ongoing team planning and evaluation of daily programming in Headstart or PreK classrooms.
- Conducts observations, assessment activities, and documents information on students' developmental strengths and needs at the direction of the Lead Teacher.
- Collects and reports relevant performance and behavioral data of individual learners to support planning processes at the direction of Specialists or the Lead Teacher.
- Prepares materials in support of curriculum as assigned or planned with the Lead Teacher.
- Supports development and design of playful learning environments with the Lead Teacher.
- Provides positive consistent guidance for children which support expectations and routines established with the Lead Teacher.
- Implements de-escalation and problem solving strategies, hand-over-hand physical re-direction, and modifies behavioral strategies with students consistent with goals.
- Supports children's physical well-being and safety; models positive health and hygiene habits.
- Performs daily responsibilities related to nutrition and meal service preparation, in-classroom family style meal delivery, and individual student meal and snack support.

- Facilitates daily development of self-help skills during daily routines such as mealtimes, toothbrushing, toileting, handwashing, and classroom cleanup transitions.
- Facilitates and supervises daily nap and rest time.
- Provides physical assistance to students which may include toothbrushing, toileting, diapering, changing, feeding, lifting, and guiding.
- Assists with development, modification, and preparation of learning strategies, materials, and activities to accommodate the developmental needs of individual young children.
- Performs tasks assigned by occupational and physical therapists, speech language pathologists, and MECP providers in the delivery of related services.
- Performs medical protocols as delegated by registered nurses.
- Attends and contributes to child staffings as appropriate.
- Accompanies Lead Teacher or Community Agent on Home Visits and participates as planned in support of visit goals.
- Helps children develop positive gender, racial, cultural, language, and individual identities and fosters respect and appreciation for diversity.
- Participates in ongoing workshops and professional development with Lead Teachers in Social-Emotional learning/supports, operational trainings (e.g. early childhood de-escalation and restraint, meal service, performance standards), curricular materials, instructional strategies, imaginative play, and oral language development.
- Sets professional growth goals and works to expand and improve competencies.
- May attend and contribute to PLC meetings, educational team meetings, and ongoing training activities as requested.
- Attends scheduled staff meetings and may serve on program committees and task groups.
- Understands and follows established program and district policies and procedures as stated in the operations manual, staff and family handbooks, and other policy guidelines and complies with all applicable district, state, and federal policies, procedures, and regulations.
- Reports to school and completes tasks and assignments on time, efficiently and effectively.
- Works cooperatively with classroom team and program staff.
- Communicates effectively and respectfully with families and colleagues.
- Works with situations and people in crisis and de-escalates conflict.
- Respects and maintains confidentiality in matters relating to children, parents, and staff.
- Sanitizes napping mats and prepares bedding for laundry service.
- Operates classroom technology and student devices.
- Performs related duties as needed and requested.

## **EMPLOYMENT STANDARDS**

### Knowledge of:

Oral and written communication techniques  
 De-escalation and problem solving strategies  
 Conflict resolution  
 Facilitating small groups of students

### Ability to:

Work with and care for young children in a positive and supportive manner  
 Comply with all applicable district, state, and federal policies, procedures, and regulations  
 Advocate, model and implement Portland Public School's Equity Initiative and board policies  
 Maintain confidentiality and demonstrate discretion, initiative and good judgment  
 Understand and follow established program and district policies and procedures as stated in the operations manual, staff and family handbooks, and other policy guidelines  
 Work cooperatively with various stakeholders  
 Operate standard office and computer equipment  
 Model positive health and hygiene habits

Exercise careful judgment, diplomacy, discretion, confidentiality, and initiative in the performance of all duties involving students, families, colleagues, and the public

### **MINIMUM QUALIFICATIONS**

Education Required: Associates Degree or higher OR two (2) years of college completed (72 quarter credits or 48 semester credits earned) OR a passing score from the Praxis ParaPro Assessment. Please note transcripts will be required at time of hire.

Experience working with and caring for young children is required.

Individuals are required to obtain and maintain their Headstart Child Development Associate certificate (CDA), Food Handler's card and Application for Enrollment in Office of Child Care's Central Background Registry.

### **Special Requirements:**

Positions in these classifications may require occasional evening and weekend work hours to set up and attend meetings.

Positions in these classifications may require the use of a personal automobile and possession of a valid driver's license.

Positions in these classifications may require training in addition to annual mandatory requirements including blood borne pathogen, first aid and CPR, severe allergic reaction. Employees will be required to complete several additional forms including a new employee agreement, certification of standards of contact, and confidentiality agreement.

### **WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in a standard office environment with extensive student, parent and public contact and frequent interruptions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to closely observe and monitor the activities of young children; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

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FSLA: Non-Exempt

Approval Date: May 4, 2022

Bargaining Unit: PFSP

Salary Grade: Appendix A Grade F. Employees in this classification receive an additional hourly stipend per the Preschool for All grant requirements as outlined in the PPS-PFSP Memorandum of Agreement regarding [Preschool for All](#). Please visit the PPS HR Classification and Compensation website for current rates.

*The District is focused on eliminating systemic racism and its impact on student learning.*

*PPS is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status;*

*economic status or source of income; mental or physical disability or perceived disability or perceived disability; or military service. Portland Public Schools is an equal opportunity and affirmative action employer.*