

**STATE OF WISCONSIN  
CLASSIFICATION SPECIFICATION**

**EDUCATIONAL ASSISTANT  
CLASSIFICATION SERIES**

**I. INTRODUCTION**

A. Purpose of This Classification Specification

This classification specification is the basic authority under ER 2.04, Wis. Adm. Code, for making classification decisions relative to paraprofessional educational support work in a state educational facility or institution. This classification specification is not intended to identify every duty which may be assigned to positions but is intended to serve as a framework for classification decision making in this occupational area.

Classification decisions must be based on the “best fit” of the duties within the existing classification structure. The “best fit” is determined by the majority (i.e., more than 50%) of the work assigned to and performed by the position when compared to the classification concepts and definition of this specification or through other methods of position analysis. Position analysis defines the nature and character of the work through the use of any or all of the following: definition statements; listing of areas of specialization; representative examples of work performed; allocation patterns or representative positions; job evaluation guide charts, standards, or factors; statements of inclusion and exclusion; license or certification requirements; and other such information necessary to facilitate the assignment of positions to the appropriate classification.

B. Inclusions

This classification series encompasses paraprofessional positions at the Department of Corrections, Department of Health Services, Department of Public Instruction, and the University of Wisconsin-Madison, Graduate School which are responsible for a variety of activities in support of a professional licensed teacher, education program manager or education director.

C. Exclusions

Excluded from this series are the following types of positions:

1. Positions which do not perform paraprofessional educational support work the majority of the time.
2. Positions which perform professional educational work a majority of the time, and are more appropriately classified as Teacher.
3. Positions that perform administrative support for a student program or a program unique to higher education and are more appropriately classified as University Services Associate 1, 2 or University Services Program Associate (A)(B).
4. All other positions which are more appropriately identified by other class series.

D. Entrance Into and Progression Through This Series

Employees enter positions within this classification series by competitive examination. Progression through the series occurs through reclassification, after the attainment of specified training, education, or experience. Entrance into the series is at the Entry level if the employee has no previous experience performing the duties of an Educational Assistant. Entrance into the series may be at the Objective level if the employee has previous experience performing the duties of an Educational Assistant that are determined at the time of hire to be equivalent to the experience and training required to progress from the Entry to the Objective level.

E. Terminology Used in this Class Specification

Paraprofessional: work is similar to professional work but does not have the breadth and depth of true professional work. A paraprofessional employee may perform duties that are a narrow, specialized subset of the professional employee's duties. A paraprofessional employee does not perform the full range of duties assigned to professional employees, or performs duties of lesser scope, impact, and complexity than duties assigned to professional employees. Paraprofessional duties tend to support the work of professional employees. A paraprofessional employee may carry out or implement plans or projects that are developed, planned, and managed by professional employees. The paraprofessional employee carries out or implements plans or projects based on extensive experience and supplemental on-the-job training rather than on formal academic education in the discipline itself. Paraprofessional work is performed in a narrow or highly specialized area of the overall occupation and requires a high degree of practical knowledge and skill. The experienced paraprofessional employee often works with considerable independence for significant periods of time. This independence, however, does not alter the nature and character of the work, which is to support a professional discipline.

## II. DEFINITIONS

### **EDUCATIONAL ASSISTANT - ENTRY**

This is entry level paraprofessional educational support work in a formal education program of a state facility or institution. Employees occupying these positions perform work described at the objective level but under close, progressing to limited, supervision by professional staff.

### **EDUCATIONAL ASSISTANT – OBJECTIVE**

This is objective level paraprofessional educational support work performed under general supervision. Positions allocated to this classification provide educational support to professional staff to conduct general educational activities which support the established goals of academic, vocational, recreational or related educational programs. Positions are responsible for performing any combination of the following duties: assist in implementing instructional programs designed to meet specific educational goals set in individualized instructional programs for students, children with disabilities, inmates and patients; international students learning English; assisting with vocational training in specified program areas; assisting professional staff in the extracurricular aspects of educational program activities, such as planning special group activities, parties, events, or special program services encouraging individual interest and participation; preparing activity areas, equipment and supplies for daily programs and special events; escorting and transporting students to and from program activities and off ground trips; guiding and assuming responsibility for students during program activities; observing, recording, and reporting student reaction and behavior to professional staff; assisting professional staff in maintaining student records and reports regarding student progress; obtaining basic information from a variety of sources concerning the student's

background and present status; learning, understanding and operating audio/visual equipment, computers, and other state of the art technology; and providing general information to students concerning current program availability, program eligibility and procedures for enrollment. Some positions may assist with first response to medical emergencies through the use of training such as: CPR, blood-borne pathogens, or use of seizure control medications and equipment or tracheotomy equipment and care. Some positions may require knowledge of American Sign Language, Braille and the care and treatment of students with emotional, behavioral, and physical disorders. Positions may also require certification as a Special Education Program Aide (883) by the Department of Public Instruction. Some educational assistant positions may guide or coordinate the work of other educational assistants.

### **III. QUALIFICATIONS**

The qualifications required for these positions will be determined at the time of recruitment. Such determinations will be made based on an analysis of the goals and worker activities performed and by an identification of the education, training, work, or other life experience which would provide reasonable assurance that the knowledge and skills required upon appointment have been acquired.

### **IV. ADMINISTRATIVE INFORMATION**

This classification series replaces the single-level Teacher Assistant classification that was abolished on October 12, 2008 and announced in Bulletin OSER-0226-MRS/SC. Creation of this class series resulted from the implementation of the Teacher Assistant survey completed in 2007.

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