INSTRUCTIONAL ASSISTANT
Mathematics

DEFINITION
Under general supervision of the assigned manager/supervisor, assists faculty by working with students individually or in groups in the improvement of academic knowledge and technical skill; directs the activities of student tutors; maintains computer data for the center, and does related work as required.

TYPICAL DUTIES
Assists faculty in providing oversight of the Mathematics Tutorial Centers. Assists students individually or in groups to master the subject material in mathematics; directs the use of computer-assisted instruction materials; assists in maintaining a collection of resource materials; and maintains computer databases and records of instructional materials and equipment. Assists with recruiting, training and coordination of student workers and temporary employees and oversees the student workers and temporary employees with hiring, evaluation, and payroll processes. Proctors exams; and maintains computer records of attendance and evaluation; computer data files; clock-in and back-up functions. Assists director in scheduling and managing staffing process of the center; assists instructors in lab a with instructional research such as tests; test modules for accuracy and design; and assist with word processing related to instructional and testing materials. Assists in developing training materials, including syllabi and visual aids. Establishes rapport with students, tutors and faculty; assists faculty members or staff with student conferences, with laboratory or field research and student conferences; assists with the production and dissemination of materials that advertise services; and performs related duties as required.

QUALIFICATIONS

EXPERIENCE
One year of experience in mathematics tutorial work or other related positions. (One year of experience is equal to 12 months of experience at 40 hours per week. Applicable part-time experience will be converted to the full-time equivalent for purposes of meeting the experience requirement.)

EDUCATION
Completion of an Associate’s Degree in Mathematics or 60 semester units (90 quarter units) with 21 units in mathematics courses.

KNOWLEDGE OF
Knowledge of, and a thorough understanding of mathematics including; numbers, their operations, and interrelationships including arithmetic, algebra, geometry, trigonometry, calculus, statistics, and their applications; and instructional methods and training techniques including curriculum design principles, learning theory, group and individual tutoring techniques, and design of individual development plans. Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Knowledge of administrative and clerical procedures and systems; word processing; filing and records management systems, forms design principles, and other office procedures and terminology. Knowledge of basic principles of computer-assisted instruction, and database management.
SKILL IN
Skill in training others how to do something; using multiple approaches when learning or tutoring new things; and in using logic and analysis to identify the strengths and weaknesses of different approaches. Skill in working with new material or information to grasp its implications; assessing how well one is doing when learning or doing something; knowing how to find and identify essential information; and reorganizing the information to get a better approach to problems or tasks. Skill in using mathematics to solve problems; listening to what other people are saying and asking appropriate questions; being aware of others' reactions and understanding why they react the way they do; and in adjusting actions in relation to others' actions. Skill in identifying the nature of problems; generating a number of different approaches to problems; developing approaches for implementing an idea or solution to a problem; evaluating the likely success of an idea in relation to the demands of the situation, and observing and evaluating the outcomes of a problem solution to identify lessons learned or redirect efforts. Skill in managing one's own time; communicating effectively with others orally and in writing as indicated by the needs of the audience; understanding written sentences and paragraphs in work related documents; and working in a multi-lingual, multi-cultural environment.

ABILITY TO (ESSENTIAL FUNCTIONS)
The ability to perform the essential functions of the position; sustain regular work attendance; work cooperatively and effectively with the public, students, tutors, faculty and staff; exercise initiative and good judgment; work as a member of a team; and meet schedules and time lines. The ability to work with students having cultural and academic diversity. The ability to tutor students in mathematics; to oversee and coordinate student tutors; and to direct the use of computer-assisted instruction materials. The ability to operate office equipment including computers and supporting word processing, spreadsheet and database applications. The ability to establish a good rapport with students, tutors and faculty; and to keep computer records of attendance, evaluation, test results, and materials inventory.

TYPICAL EQUIPMENT USED (May include, but not limited to)
Computers, printers, copiers, and calculators.