



Kumon Teaching Assistant Job Analysis

PSY 585 Personnel Psychology

Megan Cheng, Lauren Danker, Adela Kaiser, Grace Weatrowski

California State University Long Beach

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Information Gathering

Introduction

Kumon originated in Japan and grew into a franchise where there are now 25,000 learning centers in the world and nearly 1,500 Kumon learning centers in the United States. Kumon is a company that focuses on teaching math and reading to children from preschool to highschool ages. The reading subjects range from learning the alphabet to reading and interpreting classic literature, while the math subject ranges from basic addition to calculus. Kumon is not to be confused with a tutoring center as students do not bring in their own work to be assisted with. Kumon develops their own worksheets and students are assigned to certain levels based on their level of knowledge on math and/or reading concepts. Kumon also teaches students how to think and work independently and develop strong problem solving skills through their worksheet examples. The duration of each session is 30 to 60 minutes depending on how many subjects the student is enrolled in. If a student is enrolled in only one subject, the session will last 30 minutes, and if they are enrolled in two subjects, the session can last up to one hour.

This job analysis was conducted on the Kumon Teaching Assistant (TA) position. The analysis was done at the Kumon Learning Center located in Downtown Fullerton. There are fourteen Teaching Assistants working at the Downtown Fullerton Kumon location where we conducted our job analysis. Every Teaching Assistant is employed part-time where they work during Kumon's running hours from 2:00 p.m. to 6:30 p.m. on Tuesdays and Thursdays and 1:30 p.m. to 6:00 p.m. on Mondays and Wednesdays. Teaching Assistants are responsible for running the Center under the guidance and supervision of the main instructor and owner of this particular Kumon location. They are responsible for various tasks that can include sitting with students in person or over Zoom and assisting them with their assigned packets for the day, grading

homework and classwork and returning them to the students, and organizing and preparing future homework assignments for students.

Background Information

The background information for the Kumon Teaching Assistant position was collected through multiple sources to obtain general knowledge about the role being analyzed. The company, Kumon, is made up of multiple independently-run franchises, with each franchise presenting different salaries and benefits determined by the owner of that particular franchise. While every location's job description listed for the Teaching Assistant position at Kumon are identical on their website, each supervisor may have a different way of operating their location. In order to gain a general understanding of the Teaching Assistant position outside of the job description provided on the Kumon website, the "Teaching Assistant" position was used as a supplemental resource from the Occupational Information Network (O*NET). In addition, the "Tutor" position was useful as well for supplemental background information. This is due to the fact that the Teaching Assistant positions found on O*NET pertained more to elementary school teaching assistant positions rather than an external institution, like a learning center (See Appendices A and B).

Gaining background information on the Kumon Teaching Assistant position ultimately helped us prepare for the observation process as well as aid in the development of interview questions for the job incumbents. While both of the jobs found on O*NET had relevant information relating to the Teaching Assistant position at Kumon, there were not any specific jobs on O*NET that precisely represented the full scope of the job. We found that the most accurate and descriptive information highlighting the role of Teaching Assistant at Kumon was found directly on their website (See Appendix C). The company's website laid out many of the

common tasks that are involved in the position and the general qualifications that applicants should have before applying. It was apparent that although the company website presented basic tasks and qualifications for the position, more details would need to be obtained through observations and interviews in order to provide a clear representation of the role.

Analyst Observations

Two extensive observation sessions were completed in order to gather sufficient information on the job position of Teaching Assistant at Kumon. During the observation sessions, we visited the worksite, which was Kumon in Fullerton, CA. The establishment is located in the Downtown area of Fullerton. There were two different observation sessions, where we were granted permission to unobtrusively observe Teaching Assistants as they executed their work. As the individuals worked, we took detailed, paper notes to document exactly what their work entailed.

The first observation session was on September 21, 2022 at 2:00 p.m. We observed a Teaching Assistant who was sitting in the middle of three desks with a younger student (kindergarten to second grade equivalent) at each desk. The students were working on their classwork packets, and the TA was responsible for guiding students through the classwork packets by explaining instructions to them, and assisting them with any questions that might arise as they completed their math or English classwork. There were also three other Teaching Assistants simultaneously doing the same, overseeing the work of 1-3 students as they completed their classwork. When students needed further clarification on their work, the TA was responsible for assisting them and providing guidance. Some examples of assistance provided by the TA included sounding out words with the students, reviewing the sounds represented by letters of the alphabet, breaking down simple mathematical problems, and explaining

comprehensive English problems. Throughout the TA and student interaction, the TA would also engage in casual conversation with their student(s), including asking how their student's day was, or how their weekend went. When students were finished with their classwork packets, the TA graded the completed packet with a red pen. Once the student had successfully completed their packet and errors had been accounted for, the TA granted the students a sticker as a reward, and allowed them to choose a book for individual reading time. Any time a student left their desk after having fulfilled their classwork duty, the TA was required to sanitize the desk and surrounding materials used by the student.

We also observed the TAs who had been assigned to work as graders for the duration of their shift. In this position, TAs were responsible for grading the student's classwork and homework packets for accuracy. While grading packets, TAs were seated at their own desks, separate from the students who were being tutored. TAs used a red pen to grade, and tallied up the composite score received by the student and marked the front page of the packet with this grade. If the student received 100% on the packet, the score was highlighted with a yellow highlighter. Each TA followed a key provided by Kumon when grading student work. Each packet had a corresponding key depending what academic level the student was in. For example, younger students have AI, AII, BI, BII, CI, and CII; and the level increases in difficulty as the student progresses. Once grading was completed, TAs either returned the packet to the student if they were still present, or filed the packet into a folder labeled with the student's name. The TA also recorded the grade a student received on the packet in a log which documented and tracked how students were advancing in their studies. The TA also documented the amount of time it took the student to finish the packet by tracking both their start and end times. We also observed one TA who was tasked with dating the packets for the upcoming week, so that the students

would have their work prepared for the coming week. The process of grading, filing, and dating was a continuous system with many moving parts, all upheld by the TAs.

One-on-one tutoring was another duty that was regularly performed by the TAs. We observed one Teaching Assistant working one-on-one with an older student to review higher level mathematical problems. The TA was essentially teaching the student how to complete the packet's mathematical problems. This TA was tutoring a student while simultaneously dating packets for the approaching week. One common theme we noticed while observing TAs was that multitasking was often present within their job design, whether it be tutoring and grading, tutoring and dating future packets, or grading and answering questions for students with raised hands.

The second observation session was conducted on October 12, 2022 at 5:00 p.m. In this session, we were given the opportunity to observe the TA who was tasked with the duty of checking in Kumon attendees upon arrival. In this position, the TA was responsible for recording first and last name, time of arrival, and the temperature of each student, parent, employee, or other individual that visits the site. Subsequently, this TA documented the time in which each individual left the establishment as well. The TA sat at the entrance and was required to stay there to keep an accurate record of who entered and exited Kumon.

We also observed a TA who was tutoring the younger students. This TA was responsible for overseeing and helping three students in completing their packets. Some of her tasks included reading the packet directions to students, helping the students trace letters, assessing the student's memory by asking them to recite the alphabet, or asking them to provide the solution to a quick multiplication problem, such as 6×5 . Again, this TA was required to sanitize the desk, surrounding area, and any materials used by the student once they had completed their work. We

also observed this TA ensuring that students stayed on task, by kindly reminding them to work on their packets if they started to get distracted conversing with other students, attempting to chat with their TA, or even complaining that they were tired and unmotivated to complete their work.

Furthermore, we observed the graders again during the second observation session. Similarly to the first observation session, the TAs who assumed the position of grader were tasked with calculating the total points correct from the classwork and homework packets and labeling this composite score on the packet's front page. Each TA referred to the Kumon answer key when assessing the student's packets.

To conclude our observations, we were given the chance to see a TA conduct a one-on-one tutoring session over Zoom. This entailed the TA reviewing academic material with a student virtually in a separate room of the Kumon center. This tutor was working with a younger student, so the content of the session included sounding out vowels, reading simple sentences, and reviewing the homework packet. The Zoom session lasted about 30 minutes. It was essentially the same as the one-on-one tutoring observed in class; however, it was conducted virtually.

It is noteworthy to mention that throughout our observation sessions, we quickly discovered that within the job role of Kumon Teaching Assistant, there are multiple subroles or components that this worker might assume during one shift. While working in this position, one might be tasked with the duty of being a teacher and assisting the students, being a grader and assessing classwork and homework packet scores, checking in those who arrive and checking out those who leave, dating and preparing future student work, and conducting more thorough one-on-one tutoring with those in need of additional assistance. The supervisor delegated what

role the TA would assume for their shift, and adjusted the roles throughout the shift as she saw fit.

Incumbent and Supervisor Interviews

Structured interviews were administered to gather a breadth of information regarding both incumbent and supervisor perceptions of the Teaching Assistant position. The goal of these interviews was to collect more information that would allow us to determine the knowledge, skills, and abilities required to exceptionally perform the job tasks. Four total interviews were conducted, including three Teaching Assistant incumbents and one supervisor interview. All incumbents were asked the same questions, to ensure consistency among all groups. We selected the individuals described more in-depth below because of their seniority in the Teaching Assistant position and high accumulation of knowledge regarding their work.

The first two incumbent interviews were performed on site at the Kumon center. We began by interviewing Josh, a Teaching Assistant who works at Kumon. Three members of our group took notes while the interview was being conducted by one member of our group. Follow-up questions were asked if more information pertaining to a specific question was required. There was a plethora of valuable information collected during this interview, specifically what knowledge, skills, and abilities are required to be successful in this position. Josh stated that as a Kumon TA, he spent the majority of his shift grading, checking attendees in, and teaching students. Josh declared that a high level of English language and Calculus level of math are necessary to adequately tutor Kumon pupils. He also relayed that when grading the packets, the difficulty of grading is directly related to how concise the packet is, as some longer packets are more exhaustive to grade with up to 400 questions. There are specific timeframes on the job which are more stressful than others, for example, from 3:00 to 5:30 p.m. the center is

busy with up to fifty students present. Teamwork skills are necessary when working with other employees, and leadership skills are required when instructing students.

Jose was the second incumbent interviewed. This structured interview was also conducted at the Kumon site, with one group member facilitating the interview and two other group members actively note-taking. Jose states that as a Kumon TA, the majority of his job tasks were spent virtually tutoring on Zoom, grading, and teaching students on site. He also added that leadership skills must be assumed when TAs are required to train new hires. One aspect of the job introduced by Jose was the fact that TAs should have a developed level of interpersonal skills when working with students. There have been instances where students need emotional support and compassion while struggling with their work or even personal conflicts unrelated to academics. Jose emphasizes that it is important for TAs to be able to read students emotionally, and detect when they are in need of social support. This includes knowing how to effectively react to them, and provide guidance or support when necessary.

The third incumbent to be interviewed was Jesus. This was a structured interview carried out via the virtual communications platform Zoom. Jesus stated that he works as a Teaching Assistant at Kumon, but also performs duties relating to an administrative assistant position, which we note is a separate role from the role that the job analysis is focusing on. Jesus mentioned that he maintains one of the oldest tenures at this Kumon location, having started 6 years prior. Throughout the interview, the basis of the questions asked was to ensure better understanding of the knowledge, skills, and abilities the incumbent felt were required to perform the position successfully. Two necessary areas to have background knowledge in were identified as Math and English. He stated that having an adequate understanding in Calculus level math and college-level reading was important to provide assistance to the students visiting Kumon. Jesus

also pointed out that while it is not a job requirement of everyone, he feels it necessary to review Math and English topics outside of work to ensure he is prepared for each shift. For Jesus, time management skills and patience are two qualities that he viewed as being regularly used throughout his work and vital to successfully performing as a Teaching Assistant. An area that he struggles with is grading packets, which Jesus states is time consuming and can be challenging when trying to understand more complex math problems. Outside of his main duties as a Teaching Assistant, Jesus also covers duties relating to administrative assistant including creating event fliers and preparing forms for parents to complete. Overall, Jesus points to teamwork as helping create a cohesive workspace where he can devote his energy and time to performing all tasks necessary for a successful Teaching Assistant.

The supervisor's interview was the last one to be conducted and lasted about 25 minutes. We chose to interview the supervisor to confirm what the responsibilities and tasks are of the Teaching Assistants to ensure that the job incumbents who were interviewed were not over-inflating their role. This interview was conducted over Zoom. The supervisor's name is Sheeza Zuberi, and she has been overseeing this Kumon franchise for fifteen years. The questions asked to the supervisor were the same questions that the Teaching Assistants were asked in order to compare her answers to the other incumbents. Sheeza confirmed most responsibilities and tasks that the previous interviews uncovered. During the interview, Sheeza mentioned one task that the Teaching Assistants did not. She called this task "matching" which was the act of placing ungraded work from the student's file into their folder to be placed into either the math or reading basket respectively to be graded. This was categorized as a task that was considered to be important but not done frequently. She also emphasized the importance of

having a friendly personality so the Teaching Assistants can collaborate together without having any problems.

One limitation of the interview process includes the fact that not all interviews were conducted in the same format, as two were in-person and two were virtual. We hope that this did not affect the consistency and accuracy of our information gathered; however, we can only hope for this to be the case. Another limitation that must be considered is that not all interviews were conducted by the same group member, which could have led to discrepancies in the consistency of the background information collected during the interviewing process. This would have occurred if different interviewers reacted to their interviewees' response differently, or supplied different follow-up questions at the time of the interaction.

Additional Information Gathering Methods

Additional methods we employed in order to create a well rounded understanding of the Kumon Teaching Assistant Role included referencing the websites for Kumon and O*NET, along with the textbook *Human Resource Selection* (Gatewood et al., 2016). The Kumon website assisted our information gathering as we were able to gain an appreciation for the overall company, being that it is a franchised business and still maintains the values and goals of the parent company. We found that the job description was the same across multiple locations, but further research of Kumon showed that each franchised location held the power to operate differently with the ability to alter the tasks of the job depending on the owner. Our use of O*Net was vital for our understanding of the role, Teaching Assistant, and the tasks required within the role. This website is recognized as a job analysis tool, wherein it is sponsored by the U.S. Department of Labor and features comprehensive reports on the specific occupations. We were able to view similar job titles to Teaching Assistant along with an extensive amount of

information relating to job tasks and goals. Utilization of the textbook, *Human Resource Selection* (Gatewood et al., 2016), occurred consistently throughout the job analysis process, helping in the gathering and organizing of information. Areas where the textbook was referenced more heavily include the observation, data collection, and survey development processes of this project. All three of the information gathering methods were vital to developing a better overall understanding of the job analysis process and position.

Task Statement Ratings

Task Statement Development

After thorough observations and interviews had been conducted, a list of crucial tasks needed to be created based on the accumulated information provided about the Teaching Assistant position at Kumon. Along the interviews and observations, the O*NET positions of “Teaching Assistant” and “Tutor” were referenced while developing the task statements. Finally, the brief job description located on the Kumon website was utilized to formulate task statements. The purpose of task statements is to provide applicants with the particular actions that are crucial in performing a job successfully (Gatewood et al., 2016). In order to develop a correctly written task statement, there must be three components. The first component is explaining what the worker is doing. This is explained using an action verb and it is typically the introduction portion of the task statement (Gatewood et al., 2016). The second component of a task statement involves the object of the task statement (Gatewood et al., 2016). The object of the task statement is addressing “to what or whom the task is being directed towards” (Gatewood et al., 2016). Finally, the third component is the expected outcome of this action. This is listed to show the purpose of the task and tie the statement together as a whole (Gatewood et al., 2016). While creating task statements, it is important to note what materials, tools, or equipment are necessary

in order to complete the task. These components of a task statement are crucial in giving job incumbents, applicants, and analysts a clear representation of what knowledge, skills, and abilities are necessary in order to perform proficiently in the job at hand.

After the finalized task statements were formulated, they were categorized into subsections based on the common patterns or themes that were found amongst them. For the Teaching Assistant position at Kumon, the task statements were categorized into five different subsections that accurately distinguished them from one another. These categories are communication, organization, teaching, multitasking, and safety-related tasks (See Appendix E). Once the task statements have been categorized accordingly, they are ready to be rated by job incumbents. The ratings received from job incumbents on the developed task statements helped us determine which tasks are considered the most important and frequently performed tasks for the position. When conducting a job analysis, this information was imperative to deciding which selection tests are best suited for the position.

Task Statement Ratings

Once the finalized list of task statements was created, a Qualtrics survey was developed in order to address how frequently each incumbent performed the given task during an average shift as well as how important they thought each task was to perform their position adequately. Frequency was measured using a 5-point likert-type rating scale with response options as follows: *1(Never)*, *2(Rarely)*, *3(Occasionally)*, *4(Frequently)* or *5(Continuously)*. Importance was measured using a 5-point likert-type rating scale with response options as follows: *1(Not Important)*, *2(Somewhat Important)*, *3(Important)*, *4(Essential)*, or *5(Critical)*. After the Qualtrics survey was developed, a link was sent to the three job incumbents who held the Teaching Assistant position at Kumon and participated in the interviews. The survey link

provided instructions on how to complete the survey and what the survey was intending to measure. The job incumbents were informed that the task statements were compiled based on our observations, their responses to the interview questions, as well as the background information we gathered from the company website and O*NET. In addition, the job incumbents were given a full week in order to complete the survey from wherever was most convenient for them in order to promote flexibility.

After all survey responses from the job incumbents were collected, the mean scores of the data were assessed to see which tasks were rated highest on average for frequency and importance to the Teaching Assistant position at Kumon. Ultimately, all task statements were kept in the inventory because while some incumbents rated tasks low on frequency, they may have rated them highly on importance and vice versa. Furthermore, after looking at the survey responses and reflecting on our observations, we found that some tasks were more frequently performed than the job incumbents realized. For example, while the task “Sanitizes desks with a sanitizing wipe after each student completes work to ensure cleanliness throughout the classroom” had a mean rating of 2.00 for frequency, all members of our group observed this task being performed constantly, possibly without any conscious recognition from the job incumbents as they had other tasks at the forefront of their mind.

The highest rated task statements for frequency ranged from 4.00 to 4.50. A full breakdown of the survey data can be found in Appendix F. The tasks that were rated the highest on average for frequency were:

- Assists students whose hands are raised to better understand the packet they are working on.

- Records worksheet scores into gradebook to track how students are improving and learning throughout their time at Kumon.
- Adapts to different job positions that the instructor sees fit during the shift in order to address the immediate tasks that need completion.
- Grades homework and classwork packets using red pen and highlighters to provide an overall score and show students what problems they got wrong.
- Regrades homework and classwork after students correct their mistakes.
- Sits with younger students to assist their academic needs by answering their questions, explaining their packet problems that need to be solved, and teaching them concepts they do not understand.
- Constantly visually assesses the current condition of the classroom to determine if students are done with their work or need assistance.
- Develops additional examples to help students interpret concepts they are confused on.

The response ratings for these tasks were consistent with what was brought up during the interview phase of this job analysis. All of the job incumbents emphasized the importance of organization, multitasking, and teaching students with patience and all of the most frequently performed tasks fall under those three categories for task statements. The highest rated tasks for importance in the Teaching Assistant position at Kumon ranged from 4.00 to 4.67. The tasks that were rated highest on average for importance were:

- Assists students whose hands are raised to better understand the packet they are working on.

- Records worksheet scores into gradebook to track how students are improving and learning throughout their time at Kumon.
- Grades homework and classwork packets using red pen and highlighters to provide an overall score and show students what problems they got wrong.
- Exchanges students' previous week's homework with current week's homework to ensure they have their most current packets.
- Sits with younger students to assist their academic needs by answering their questions, explaining their packet problems that need to be solved, and teaching them concepts they do not understand.
- Prepares the following week's homework by gathering the packets assigned by the instructor and dating them to ensure each student has their work.

Most of the tasks that were rated highest on frequency were also rated highest on importance; however, there are a few tasks mentioned above that were rated highly on importance but average on frequency. These tasks were “Exchanges students' previous week's homework with current week's homework to ensure they have their most current packets,” and “Prepares the following week's homework by gathering the packets assigned by the instructor and dating them to ensure each student has their work.” After looking over these tasks, it was apparent that these tasks are quite crucial for Kumon to operate effectively, but they are only done on specific occasions compared to tasks of teaching or multitasking that are happening on a consistent basis. Once these task statement ratings have been analyzed for importance and frequency, we were able to determine what knowledge, skills and abilities are necessary in order to complete these tasks effectively.

Knowledge, Skills, and Ability Statements

Development of KSAs

One component of the job analysis development is specifying the appropriate knowledge, skills, and abilities, or KSAs, required for sufficient performance in the occupation of interest. A knowledge is defined as “a body of information, usually of a factual or procedural nature, about a particular domain (for example, information systems) that makes for successful performance of a task” (Gatewood et al., 2016). A skill is “an individual’s level of proficiency or competency in performing a specific task (for example, typing speed),” where “Level of competency is often expressed in numerical terms” (Gatewood et al., 2016). An ability is “A more general, enduring trait or capability an individual possesses when the person first begins to perform a task.” An example of this might include inductive reasoning (Gatewood et al., 2016). A KSA statement is developed by firstly stating what the knowledge skill or ability is, for example, “skill in communication.” Then, include either to what effect or context the KSA operates, for example “skill in communication when exchanging information verbally.” Finally, include the level or degree of accuracy it is used for, for example “skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.”

KSA statements were developed by referring to the finalized list of task statements and assessing which KSAs would be critical in allowing adequate task performance. Each group member was tasked with developing five KSA statements, and then revisions and deletions were made to finalize fifteen KSA statements that were collectively agreed to be the most accurate representations of the job position. Each KSA statement was then grouped into a behavioral dimension, with other KSAs of a similar nature. These groupings included Communication, Organizational, Teaching, and Safety Procedures. All fifteen KSA statements and their associated dimensions are listed in the appendices (See Appendix H).

KSA Ratings

Once we developed our fifteen KSAs, a Qualtrics survey was created in order to have the Teaching Assistant incumbents rate each statement based on how important they believed it to be for their job. Importance was rated on a five-point Likert scale with response options as follows: *1(Not Important), 2(Somewhat Important), 3(Important), 4(Essential), or 5(Critical)*. The incumbents were also asked to rate the KSAs based on whether they were acquired before they began working at Kumon or if they acquired it on the job. This was rated on a two-point scale ranging from *1(Acquired Before the Job) to 2(Acquired on the Job)*. After the Qualtrics survey was created, a link was sent out to three incumbents separately informing them of what the survey was intended for as well as giving them a flexible deadline to adhere to.

All KSAs had a mean rating of at least two and above, meaning that they were rated somewhat important to their job (See Appendix I). There were two KSAs with a mean rating of 2.33 and 2.67, respectively. Of those KSAs, one was under the category of Teaching (“Knowledge of online video conference software such as Zoom.”) and the other was under the category of Safety Procedures (“Knowledge of health and safety regulations that comply with COVID-19 guidelines”). These two KSAs were kept in the finalized list because they were not rated a 1 by any of the incumbents which means they have some importance to the Teaching Assistant job. The KSA with the highest mean rating of 4.67 was under the Organizational category (“Knowledge of grading Kumon procedures”) which indicates that it is critical to the Teaching Assistant position. Because Kumon has its own grading procedure, it is understandable why this would be critical knowledge to have. Five KSAs had a mean rating of 4.00 - 4.33 which indicates that it is essential to the Teaching Assistant role. Those five KSAs were:

- Ability to work efficiently in grading and returning assignments.

- Skill in accurate mathematical grading of homework and classwork packets.
- Ability to quickly generate alternate methods of explaining difficult concepts.
- Ability to clearly explain academic concepts.
- Ability to accurately perceive how students are feeling.

The high ratings of these KSAs indicate the importance of organizational skills and knowledge as well as the ability to teach concepts clearly and the ability to grade accurately and efficiently. Furthermore, it is clear that having high emotional intelligence when interacting with the students is critical as well.

Seven KSAs had a mean rating of 3.00 - 3.67. These KSAs were:

- Skill in exercising patience during difficult situations.
- Ability to follow oral instructions regarding work priorities.
- Flexibility in assuming various job roles as needed.
- Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.
- Proficiency in math up to and including calculus.
- Proficiency in college-level English.
- Ability to organize information into handwritten tables.

Since the mean rating for these KSAs was 3.00 - 3.67, it means that they are all considered important to the Teaching Assistant position. These ratings highlight the importance of communicating with the supervisor, fellow Teaching Assistants, or students. In addition, organization and proficiency in the subjects of math and English is seen to be critical as well.

The second part of the KSA ratings is whether the Teaching Assistants had these KSAs before they were employed at Kumon or after they started working at Kumon. Time acquired

was rated by three Teaching Assistants. The purpose of this scale was to determine when Teaching Assistants acquired the knowledge, skill, or ability necessary for the job. This is important to know because it allows us to understand which KSAs can be learned on the job and which KSAs Teaching Assistants are expected to have before starting due to their difficulty to acquire on the job. It was decided to round the scores either up or down to more easily understand when the KSA was acquired.

Seven KSAs were acquired before the Teaching Assistants were employed at Kumon.

Those were:

- Ability to organize information into handwritten tables
- Proficiency in math up to and including calculus
- Proficiency in college-level English
- Skill in exercising patience during difficult situations
- Knowledge of online video conference software such as Zoom
- Ability to follow oral instructions regarding work priorities
- Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor

These are knowledge, skills, and abilities that are not learned at the job and are expected to have before starting the job in order to be successful.

Eight KSAs were acquired after the Teaching Assistant became employed at Kumon.

Those were

- Flexibility in assuming various job roles as needed.
- Knowledge of grading Kumon procedures.

- Knowledge of health and safety regulations that comply with COVID-19 guidelines.
- Ability to work efficiently in grading and returning assignments.
- Ability to quickly generate alternate methods of explaining difficult concepts.
- Ability to clearly explain academic concepts.
- Ability to accurately perceive how students are feeling.
- Skill in accurate mathematical grading of homework and classwork packets.

Most of these KSAs are under the Teaching category with many of them being related to Kumon's specific teaching procedures. This signifies that Kumon procedures are taught once hired and it is not expected that the Teaching Assistants know them beforehand. Communication skills and abilities are also learned on the job. The ratings on these KSAs indicate that it is possible to learn how to communicate more efficiently once hired.

Task-KSA Linkages

After receiving the KSA ratings, we moved on to the final stage of our job analysis which was linking KSAs to job tasks which is also known as task-KSA linkages. This is a critical step to the job analysis because it allows us to validate the importance of KSAs for job performance. It lets us know for each specific task if the KSA is essential for job performance, helpful for performing the job, or not at all relevant to job performance. Task-KSA linkages also assist in determining which selection tests need to be utilized which ultimately, is the final goal of this job analysis. The breakdown of the task-KSA linkages can be found in Appendix J.

Rating linkages can be a rather lengthy process, so instead of using Qualtrics to create our form, we used an Excel spreadsheet where we divided the task statements into five categories: Organizational, Teaching, Multi-tasking, Communication and Safety Related tasks. The task

statements were oriented on the left side of the spreadsheet on the vertical axis while the KSAs were oriented on the top of the page on the horizontal axis. There were 375 total linkages to be made, so it was split amongst three Teaching Assistants over the course of a week. Each Teaching Assistant rated their respective sections by rating how important each KSA was for the completion of each task statement on a scale of 1 (Not at all Important) to 5 (Crucial).

The ratings were completed over the course of four days and afterwards, were examined to determine which KSAs were not rated as important for at least one task statement. It was found that all KSAs were rated at least a 4 (very important) or 5 (crucial) in at least one task statement category. In addition, the KSAs that rated the highest were:

- Ability to quickly generate alternate methods of explaining difficult concepts.
- Ability to clearly explain academic concepts.
- Proficiency in math up to and including calculus.
- Proficiency in college-level English.
- Skill in exercising patience during difficult situations.
- Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.

These KSAs have been identified as the most important for consideration for job selection. The first four KSAs listed all have one thing in common and perhaps have the most important abilities for the Teaching Assistant position, and that is the ability to teach. The last two KSAs listed emphasize the importance of communication in the role of a Teaching Assistant as they are constantly interacting with students, coworkers, and the supervisor.

Furthermore, it was found that the KSA that had the lowest ratings across task statements was “Knowledge of health and safety regulations that comply with COVID-19 guidelines” and

“Ability to follow oral instructions regarding work priorities,” as they only had one 5 (crucial) rating on one task statement each. The former is still deemed an important KSA because during our observations, the Teaching Assistants were all seen wearing facemasks and regularly cleaning the students’ desks with sanitizing wipes after they were finished with their sessions. The latter should also still be considered an important KSA despite the low ratings on the task - KSA linkages because during our observations, we saw that Teaching Assistants were constantly being informed by the supervisor what to prioritize which indicates the importance of the ability to follow oral instructions.

These task-KSA linkages provided extremely useful information in regards to the selection tests that were chosen. The linkages provide a legal basis and defense as to why they will be used in the selection tests. Both the high rated and low rated task statements and KSAs highlight the importance of certain groups of tasks and emphasize which ones are not as essential to the job, but nonetheless are noteworthy and should be considered when selecting individuals to hire.

Test Recommendations

Taking into account the conducted incumbent interviews, observations, and overall job analysis performed, the team has decided to utilize three selection tests to measure the identified KSA behavioral dimensions necessary for the role. From our incumbent ratings we gathered that the vital KSA dimensions are Communication, Organizational, Teaching, and Safety Procedures. Our chosen selection tests will include Resume, Structured Interview, and Math and English Abilities Test. The association between these selection tests and the KSA dimensions can be seen in Table 1.

	Application Forms	Structured Interview	Math and English Abilities Test
Communication	X	X	
Organizational	X	X	
Teaching	X	X	X
Safety Procedures		X	

Table 1 Selection Tests and the Corresponding KSA Dimensions Measured

Application Form

An Application Form is proposed as a pre-screening tool to measure the KSA dimensions Communication, Organizational, and Teaching. We suggest the Application Forms contain an applicant's Resume and Unofficial Transcript, which allows for the verification of education and experience level, and proper courses taken to meet the knowledge required. The Resume will contain an applicant's relevant past experiences, education level achieved, and any other pertinent information that illustrates the minimum qualifications they meet and the KSAs they possess. By viewing the Math and English courses taken within a Transcript, we are able to tell whether an individual holds the necessary education background to meet the KSAs found under the Teaching dimension, "Ability to clearly explain academic concepts" and "Proficiency in college-level English".

Due to the lower cost of this selection tool, it is proposed that it be the first tool utilized as a way to swiftly screen out any applicants that may be glaringly unqualified due to an inability to meet some of the required KSA dimensions identified by the incumbents' ratings.

Structured Interview

The job analysis team supports the use of a Structured Interview as a selection tool. We can achieve this by ensuring that the questions being presented are relevant to the required KSAs of the position and are structured prior to the applicant's scheduled meeting time. The decision to use a structured interview comes from the increase in interrater reliability as compared to an unstructured interview. When comparing the two types of interviews, the corrected validity coefficients for a structured interview was found to be from 0.40 to 0.60, whereas unstructured interviews saw validity coefficients from 0.20 to 0.30. Looking at reliability, we also see an increase for structured with a mean reliability of 0.66 and 0.59 for the top two structures and shifting to unstructured we see a mean reliability of 0.37 (Gatewood et al., 2016). When comparing the reliability and predictive validity of a structured interview compared to an unstructured, we suggest the use of a structured interview as a selection test.

When conducting a structured interview, it's important to treat it as one would treat a test, recreating a similar meeting with every applicant. The identification of the required KSA dimensions is important as one would want to base their questions off of these. There should be a structure of questions to be asked throughout the interview, and the use of a standardized rating scale for responses should be understood by all interviewers to ensure interrater reliability.

The structured interview does have a greater cost than other selection tools utilized as it requires an interviewer trained in rating procedures with interview training containing a median time of 6 hours (Chapman and Zweig, 2005). As a way of reducing the cost, the structured interviews can be placed at the end of the selection process, so that other applicants deemed as unqualified are screened out and the amount of interviews conducted is reduced.

Math and English Abilities Test

A Math and English Abilities test is recommended to measure the “Teaching” KSA dimension tasks. Specifically, we will be able to assess an applicant’s ability to meet tasks such as: “Proficiency in math up to and including calculus” and “Proficiency in college-level English”. As these tasks were rated by the incumbents as important to the role, being able to administer a test that targets Math and English knowledge will help us predict one’s preparedness for the position.

The team surmised that the best way to assess one’s skills relating to the Math and English subjects would be in utilizing an abilities test. As we are able to tailor the test to the specific knowledge level for both subjects, we are better able to not only confirm qualification for the role but also confirm self-reported education levels. To determine the applicant’s ability to meet the education requirements of the Teaching Assistant role, it can be inferred from the score how well one might perform in the actual role as the test will be related to the KSAs the incumbents rated as important to performing the role. In order to make as accurate of an inference as possible, it is important to base the abilities test around regularly encountered topics within the job, which should all relate to KSAs determined to be important.

The job analysis team has identified three selection tests that would help ensure a qualified applicant fills the position of Kumon Teaching Assistant. The utilization of Resume, Structured Interview, and Math and English Abilities Test are recommended to be used by the hiring executives at Kumon to measure the identified KSA Behavioral Dimensions gathered via incumbent ratings. It is by our recommendation that these three tests will aid in measuring the knowledge, skills, and abilities required to perform the job.

References

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Appendices

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APPENDIX A:

Teaching Assistant O*NET Summary Report



Teaching Assistants, Preschool, Elementary, Middle, & Secondary School

 Print  Share

Also called: Instructional Assistant, Paraeducator, Paraprofessional, Teacher Assistant

 Watch Career Video

What they do:

Assist a preschool, elementary, middle, or secondary school teacher with instructional duties. Serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.

On the job, you would:

- Assist in bus loading and unloading.
- Assist librarians in school libraries.
- Attend staff meetings and serve on committees, as required.

KNOWLEDGE

Knowledge information for this career will be available soon.

SKILLS

Skills information for this career will be available soon.

ABILITIES

Abilities information for this career will be available soon.

PERSONALITY

Information for this career will be available soon.

TECHNOLOGY

You might use software like this on the job:

Spreadsheet software

- Microsoft Excel 📊


Computer based training software

- Padlet
- Schoology



Desktop communications software


- ParentSquare
- Tadpoles

EDUCATION



Get started on your career:

 Find Training  Find Licenses



JOB OUTLOOK

 **Average** New job opportunities are **likely** in the future.

SALARY: **\$29,360**

\$21,890 ————— \$46,530

 Check out my state  Local Salary Info

 Find Jobs

EXPLORE MORE

- [Elementary School Teachers](#)
- [Special Education Teachers, Secondary School](#)
- [Teaching Assistants, Postsecondary](#)
- [Teaching Assistants, Special Education](#)
- [Tutors](#)

You might like a career in one of these industries:

- [Education](#)
- [Health & Counseling](#)

See more details at [O*NET OnLine](#) about teaching assistants, preschool, elementary, middle, and secondary school.

APPENDIX B:

Tutor O*NET Summary Report

MY NEXT MOVE



Tutors

Also called: Academic Coach, Academic Guidance Specialist, Professional Tutor, Tutor

Print Share

Watch Career Video

What they do:

Instruct individual students or small groups of students in academic subjects to support formal class instruction or to prepare students for standardized or admissions tests.

On the job, you would:

- Provide feedback to students, using positive reinforcement techniques to encourage, motivate, or build confidence in students.
- Review class material with students by discussing text, working solutions to problems, or reviewing worksheets or other assignments.
- Assess students' progress throughout tutoring sessions.

KNOWLEDGE

Business

- customer service

Arts and Humanities

- English language

Education and Training

- teaching and course design

Math and Science

- arithmetic, algebra, geometry, calculus, or statistics

SKILLS

Basic Skills

- reading work related information
- listening to others, not interrupting, and asking good questions

Problem Solving

- noticing a problem and figuring out the best way to solve it

Social

- teaching people how to do something
- understanding people's reactions

ABILITIES

Verbal

- listen and understand what people say
- communicate by speaking

Ideas and Logic

- come up with lots of ideas
- make general rules or come up with answers from lots of detailed information

PERSONALITY

People interested in this work like activities that include **helping people, teaching,** and talking.

They do well at jobs that need:

- **Concern for Others**
- **Dependability**
- **Integrity**
- **Social Orientation**
- **Cooperation**
- **Adaptability/Flexibility**

TECHNOLOGY

You might use software like this on the job:

Video conferencing software

- Google Meet
- Zoom

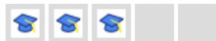
Computer based training software

- Moodle
- Schoology

Multi-media educational software

- Nearpod
- Seesaw

EDUCATION



bachelor's degree or **some college** usually needed

Get started on your career:

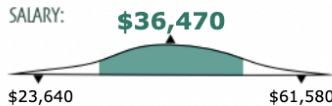
Find Training Find Certifications

APPRENTICESHIP.GOV

JOB OUTLOOK



New job opportunities are **very likely** in the future.



Check out my state Local Salary Info

Find Jobs

EXPLORE MORE

- [Adult Basic Education, Adult Secondary Education, & English as a Second Language Instructors](#)
- [Middle School Teachers](#)
- [Secondary School Teachers](#)
- [Special Education Teachers, Elementary School](#)
- [Teaching Assistants, Preschool, Elementary, Middle, & Secondary School](#)

You might like a career in one of these industries:

- [Education](#)

APPENDIX C:

Kumon Website Job Description



KUMON MATH AND READING CENTER OF
FULLERTON - DOWNTOWN

[Home](#)[About the Center](#)[About the Instructor](#)[Success Stories](#)[Incentive Programs](#)[Download Brochure](#)[Employment](#)

Do you love working with children and have a passion for education?

Apply to be a Center Assistant at Kumon! For over 60 years, the Kumon Method has been used around the world to foster a love of learning, advance beyond grade level, and develop strong study habits and self-learning ability in millions of students.

Our Center Assistants contribute towards improving the quality of education for all children, regardless of their age, background, and abilities. Our employees possess various areas of expertise, but we all share a common goal:

To make the world a better place, now and for generations to come.

As a Center Assistant, you will perform a variety of instructional and center management tasks such as:

- Grading and preparing student classwork and homework
- Supporting students to adhere to the Kumon Method and center procedures
- Exemplifying strong customer service to provide an excellent experience to students and parents
- Assisting with the enrollment process to provide parents and students with a strong start
- Providing feedback to students and communicating student progress to parents and the Instructor as needed
- Individualizing strategies for student development based on student goals and communication with Instructor

Basic Qualifications:

- Strong proficiency in high school Math and/or English
- Available to work evenings and/or weekends and perform various tasks within the Center as assigned
- Maintain regular and consistent attendance and punctuality
- Ability to work as part of a team and build relationships with coworkers and customers
- Strong interpersonal and communication skills
- Love of learning

Apply Now! Send your resume to sheezazuberi@ikumon.com with the subject line *Resume* and include your contact details.

*No inquiries from staffing agencies; individual applicants only.



APPENDIX D:

Incumbent/Supervisor Interview Questions

Incumbent/Supervisor Interview Questions

Important Job Tasks

1. Describe your job in terms of what you do.
2. How do you go about doing your job? Do you need special materials in order to complete your job?
3. How much time do each of your job tasks take to complete? How often do you perform each task?
4. What are your most stressful/least stressful tasks and times working?
5. Are there any tasks that are very important, but you do not do them as frequently?
Polling - pulling packets out and sorting them into factors

Work-Related Characteristics Required

1. Knowledge required
 - a. What subjects do you need the most knowledge in to complete your tasks?
 - b. Describe the level of knowledge or what degree of knowledge you need in the subject areas to complete your tasks?
2. Skills required
 - a. What skills are needed to perform your tasks with accuracy and precision?
3. Abilities required
 - a. What is the level of language ability, written or oral, that is required of you on the job? Are there complex written or oral ideas involved in performing tasks or do you use simple instructional materials? How does this vary with the different students you are working with?
 - b. What mathematical ability must you have?
 - c. What reasoning/problem solving ability must you have?
 - d. Describe the difficulty of the instructions you have to follow? Are they simple instructions, complex, open-ended?
 - e. What interpersonal skills are required? What supervisory/managing abilities are required?

Typical Working Incidents

Describe how frequently and the degree to which you do the following:

1. Work in situations involving interpretation of feelings, ideas, or facts in terms of people's personal viewpoint.
2. Influence people in their opinions, attitudes, or judgments about ideas or things.

3. Work with people beyond giving and receiving instructions.
4. Perform repetitive work, or continuously perform the same work.
5. Perform under stress when confronted with emergency, critical, or unusual situations or situations in which work speed and sustained attention are make-or-break aspects of the job.
6. Perform a variety of duties, often changing from one task to another of a different nature, without loss of efficiency or composure.

Records and Reports

1. What records or reports do you prepare or keep as part of your job?

Source of Job Information

1. What is the principal source for instructions you receive on how to do your job (oral directions/written directions)?

Supervisory Responsibilities

1. Do you have any authority to assign work; correct and discipline; and recommend pay increases, transfers, promotions, and discharge for these employees?
There is an ability to offset work but you cannot directly assign it to people

Other

1. Are there any other elements about your job that would help me better understand what you do? If so, please describe them.

APPENDIX E:

List of Task Statements

List of Task Statements

Communication Related Tasks

1. Voices how students are doing on their packet to the instructor so she can determine if the student is at the appropriate level.
2. Discusses students' progress with the instructor so they can relay the progress updates to parents.
3. Encourages other coworkers to be proactive and help students when needed by reminding them of their job roles.
4. Informs new parents how the Kumon program works and answers any questions they may have to ensure that the parent and the student are aware of classwork and homework system.

Organization Tasks

5. Records worksheet scores into gradebook to track how students are improving and learning throughout their time at Kumon.
6. Grades homework and classwork packets using red pen and highlighters to provide an overall score and show students what problems they got wrong.
7. Regrades homework and classwork after students correct their mistakes.
8. Checks in students upon arrival by writing down their name, arrival and departure time, and taking their temperature to keep a log of their time spent in session.
9. Exchanges students' previous week's homework with current week's homework to ensure they have their most current packets.
10. Organizes students' ungraded work by placing their work in the student's folder and placing it in either the math or reading grading baskets.
11. Organizes students' folders with their compiled grades on classwork and homework to assess their progress and create a future learning plan.
12. Prepares the following week's homework by gathering the packets assigned by the instructor and dating them to ensure each student has their work.

Teaching Tasks

13. Assists students whose hands are raised to better understand the packet they are working on.

14. Conducts Zoom tutoring sessions with one or more students to assist them with learning packets.
15. Facilitates private instruction of individual or small groups of students to prepare for academic quizzes or work.
16. Assesses students' memory to ensure sufficient academic achievement by asking them to verbally answer multiplication problems.
17. Sits with younger students to assist their academic needs by answering their questions, explaining their packet problems that need to be solved, and teaching them concepts they do not understand.
18. Develops additional examples to help students interpret concepts they are confused on.
19. Trains new employees by leading by example, answering any questions they have, and verbally narrating each step of the grading process.
20. Provides incentives for students to complete their classwork quickly by offering lollipops, stickers, or other small candies.

Multitasking Tasks

21. Adapts to different job positions that the instructor sees fit during the shift in order to address the immediate tasks that need completion.
22. Focuses attention on multiple students at once to make sure they are all on track and getting the assistance they need.
23. Works collaboratively with other graders to ensure that classwork is given back on time and homework is being graded at an efficient rate.
24. Constantly visually assesses the current condition of the classroom to determine if students are done with their work or need assistance.

Safety-related Tasks

25. Sanitizes desks with a sanitizing wipe after each student completes work to ensure cleanliness throughout the classroom.

APPENDIX F:
Task Statement Ratings Survey

Task Statement Rating Survey

Please Rate the Following Task Statements Based On:
<p>Frequency:</p> <p style="text-align: center;">1 = Never 2 = Rarely 3 = Occasionally 4 = Frequently 5 = Continuously</p> <p>Importance:</p> <p style="text-align: center;">1 = Not Important 2 = Somewhat 3 = Important 4 = Essential 5 = Critical</p>

Task Statements	Average Frequency	Average Importance
Communication Related Tasks		
Voices how students are doing on their packet to the instructor so she can determine if the student is at the appropriate level.	3.5	3.67
Discusses students' progress with the instructor so they can relay the progress updates to parents.	3	3.33
Encourages other coworkers to be proactive and help students when needed by reminding them of their job roles.	3	3
Informs new parents how the Kumon program works and answers any questions they may have to ensure that the parent and the student are aware of classwork and homework system.	2.25	3.67
Organization Tasks		
Records worksheet scores into gradebook to track how students are improving and learning throughout their time at Kumon.	4	4.33

Grades homework and classwork packets using red pen and highlighters to provide an overall score and show students what problems they got wrong.	4.25	4
Regrades homework and classwork after students correct their mistakes.	4.5	3
Checks in students upon arrival by writing down their name, arrival and departure time, and taking their temperature to keep a log of their time spent in session.	2.25	2.67
Exchanges students' previous week's homework with current week's homework to ensure they have their most current packets.	3.5	4.67
Organizes students' ungraded work by placing their work in the student's folder and placing it in either the math or reading grading baskets.	2.75	3
Organizes students' folders with their compiled grades on classwork and homework to assess their progress and create a future learning plan.	2	3.33
Prepares the following week's homework by gathering the packets assigned by the instructor and dating them to ensure each student has their work.	3.75	4
Teaching Tasks		
Assists students whose hands are raised to better understand the packet they are working on.	4	4.33
Conducts Zoom tutoring sessions with one or more students to assist them with learning packets.	2.25	3.33
Facilitates private instruction of individual or small groups of students to prepare for academic quizzes or work.	3	2

Assesses students' memory to ensure sufficient academic achievement by asking them to verbally answer multiplication problems.	2.25	2.33
Sits with younger students to assist their academic needs by answering their questions, explaining their packet problems that need to be solved, and teaching them concepts they do not understand.	4	4.33
Develops additional examples to help students interpret concepts they are confused on.	4	3
Trains new employees by leading by example, answering any questions they have, and verbally narrating each step of the grading process.	2.75	3.33
Provides incentives for students to complete their classwork quickly by offering lollipops, stickers, or other small candies.	3.25	2
Multitasking Tasks		
Adapts to different job positions that the instructor sees fit during the shift in order to address the immediate tasks that need completion.	4.25	3.67
Focuses attention on multiple students at once to make sure they are all on track and getting the assistance they need.	3.5	3.67
Works collaboratively with other graders to ensure that classwork is given back on time and homework is being graded at an efficient rate.	2.5	3.33
Constantly visually assesses the current condition of the classroom to determine if students are done with their work or need assistance.	4	3.67
Safety-related Tasks		

Sanitizes desks with a sanitizing wipe after each student completes work to ensure cleanliness throughout the classroom.	2	2.67
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APPENDIX G:
KSA Statements

KSA Statements

Communication

1. Ability to accurately perceive how students are feeling.
2. Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.
3. Ability to follow oral instructions regarding work priorities.
4. Skill in exercising patience during difficult situations.
5. Flexibility in assuming various job roles as needed.

Organizational

6. Ability to work efficiently in grading and returning assignments.
7. Skill in accurate mathematical grading of homework and classwork packets.
8. Ability to organize information into handwritten tables.
9. Knowledge of grading Kumon procedures.

Teaching

10. Proficiency in math up to and including calculus.
11. Proficiency in college-level English.
12. Ability to quickly generate alternate methods of explaining difficult concepts.
13. Ability to clearly explain academic concepts.
14. Knowledge of online video conference software such as Zoom.

Safety Procedures

15. Knowledge of health and safety regulations that comply with COVID-19 guidelines.

APPENDIX H:
KSA Ratings Survey

Knowledge, Skills, and Abilities (KSA) Ratings Survey

<p>Please Rate the Following KSAs Based On:</p>
<p>Importance:</p> <p style="text-align: center;">1 = Not Important 2 = Somewhat 3 = Important 4 = Essential 5 = Critical</p>
<p>When Acquired:</p> <p style="text-align: center;">1 = Acquired on the Job 2 = Acquired before the job</p>

KSA	Average Importance	When Acquired
Communication KSAs		
Ability to accurately perceive how students are feeling.	4.33	2
Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.	3.67	1
Ability to follow oral instructions regarding work priorities.	3.67	1
Flexibility in assuming various job roles as needed.	3.33	2
Skill in exercising patience during difficult situations.	3.33	1
Organizational KSAs		
Knowledge of grading Kumon procedures.	4.67	2
Skill in accurate mathematical grading of homework and classwork packets.	4.33	2

Ability to work efficiently in grading and returning assignments.	4.33	2
Ability to organize information into handwritten tables.	3.33	1
Teaching Tasks		
Ability to quickly generate alternate methods of explaining difficult concepts.	4.33	2
Ability to clearly explain academic concepts.	4.00	2
Proficiency in college-level English.	4.33	1
Proficiency in math up to and including calculus.	3.00	1
Knowledge of online video conference software such as Zoom.	2.33	1
Safety Procedures		
Knowledge of health and safety regulations that comply with COVID-19 guidelines.	2.67	2

APPENDIX I:

Task - KSA Linkage Ratings

Task-KSA Linkage Ratings

Rating Key (all sections)	1 = Not at all important	2 = Slightly important	3 = Moderately important	4 = very important	5 = crucial
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KSAs	Ability to organize information into handwritten tables.	Flexibility in assuming various job roles as needed.	Knowledge of grading Kumon procedures.	Proficiency in math up to and including calculus.	Proficiency in college-level English.
Communication Related Tasks					
Voices how students are doing on their packet to the instructor so she can determine if the student is at the appropriate level.	1	1	4	2	3
Discusses students' progress with the instructor so they can relay the progress updates to parents.	1	1	1	1	3
Encourages other coworkers to be proactive and help students when needed by reminding them of their job roles.	1	1	2	1	1
Informs new parents how the Kumon program works and answers any questions they may have to ensure that the parent and the student are aware of classwork and homework system.	1	1	4	1	1

KSAs	Skill in exercising patience during difficult situations.	Knowledge of online video conference software such as Zoom.	Ability to follow oral instructions regarding work priorities.	Knowledge of health and safety regulations that comply with COVID-19 guidelines.	Ability to work efficiently in grading and returning assignments.
Communication Related Tasks					
Voices how students are doing on their packet to the instructor so she can determine if the student is at the appropriate level.	1	1	1	1	1
Discusses students' progress with the instructor so they can relay the progress updates to parents.	1	1	1	1	1
Encourages other coworkers to be proactive and help students when needed by reminding them of their job roles.	3	1	1	1	1
Informs new parents how the Kumon program works and answers any questions they may have to ensure that the parent and the student are aware of classwork and homework system.	1	1	1	1	1

KSAs	Ability to quickly generate alternate methods of explaining difficult concepts.	Ability to clearly explain academic concepts.	Ability to accurately perceive how students are feeling.	Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.	Skill in accurate grading of homework and classwork packets.
Communication Related Tasks					
Voices how students are doing on their packet to the instructor so she can determine if the student is at the appropriate level.	1	1	1	5	1
Discusses students' progress with the instructor so they can relay the progress updates to parents.	1	1	1	5	1
Encourages other coworkers to be proactive and help students when needed by reminding them of their job roles.	1	1	1	5	1
Informs new parents how the Kumon program works and answers any questions they may have to ensure that the parent and the student are aware of classwork and homework system.	1	1	1	5	1

KSAs	Ability to organize information into handwritten tables.	Flexibility in assuming various job roles as needed.	Knowledge of grading Kumon procedures.	Proficiency in math up to and including calculus.	Proficiency in college-level English.
Organization Tasks					
Records worksheet scores into gradebook to track how students are improving and learning throughout their time at Kumon.	5	1	5	1	1
Grades homework and classwork packets using red pen and highlighters to provide an overall score and show students what problems they got wrong.	1	1	5	4	4
Regrades homework and classwork after students correct their mistakes.	1	1	5	4	4
Checks in students upon arrival by writing down their name, arrival and departure time, and taking their temperature to keep a log of their time spent in session.	4	1	1	1	1

KSAs	Ability to organize information into handwritten tables.	Flexibility in assuming various job roles as needed.	Knowledge of grading Kumon procedures.	Proficiency in math up to and including calculus.	Proficiency in college-level English.
Organization Tasks					
Exchanges students' previous week's homework with current week's homework to ensure they have their most current packets.	1	1	1	1	1
Organizes students' ungraded work by placing their work in the student's folder and placing it in either the math or reading grading baskets.	1	1	1	1	1
Organizes students' folders with their compiled grades on classwork and homework to assess their progress and create a future learning plan.	1	1	1	1	1
Prepares the following week's homework by gathering the packets assigned by the instructor and dating them to ensure each student has their work.	1	1	1	1	1

KSAs	Skill in exercising patience during difficult situations.	Knowledge of online video conference software such as Zoom.	Ability to follow oral instructions regarding work priorities.	Knowledge of health and safety regulations that comply with COVID-19 guidelines.	Ability to work efficiently in grading and returning assignments.
Organization Tasks					
Records worksheet scores into gradebook to track how students are improving and learning throughout their time at Kumon.	1	1	1	1	5
Grades homework and classwork packets using red pen and highlighters to provide an overall score and show students what problems they got wrong.	1	1	1	1	5
Regrades homework and classwork after students correct their mistakes.	1	1	1	1	5
Checks in students upon arrival by writing down their name, arrival and departure time, and taking their temperature to keep a log of their time spent in session.	1	1	1	1	1

KSAs	Skill in exercising patience during difficult situations.	Knowledge of online video conference software such as Zoom.	Ability to follow oral instructions regarding work priorities.	Knowledge of health and safety regulations that comply with COVID-19 guidelines.	Ability to work efficiently in grading and returning assignments.
Organization Tasks					
Exchanges students' previous week's homework with current week's homework to ensure they have their most current packets.	1	1	1	1	1
Organizes students' ungraded work by placing their work in the student's folder and placing it in either the math or reading grading baskets.	1	1	1	1	1
Organizes students' folders with their compiled grades on classwork and homework to assess their progress and create a future learning plan.	1	1	1	1	1
Prepares the following week's homework by gathering the packets assigned by the instructor and dating them to ensure each student has their work.	1	1	1	1	1

KSAs	Ability to quickly generate alternate methods of explaining difficult concepts.	Ability to clearly explain academic concepts.	Ability to accurately perceive how students are feeling.	Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.	Skill in accurate grading of homework and classwork packets.
Organization Tasks					
Records worksheet scores into gradebook to track how students are improving and learning throughout their time at Kumon.	1	1	1	1	1
Grades homework and classwork packets using red pen and highlighters to provide an overall score and show students what problems they got wrong.	1	1	1	1	4
Regrades homework and classwork after students correct their mistakes.	1	1	1	1	4
Checks in students upon arrival by writing down their name, arrival and departure time, and taking their temperature to keep a log of their time spent in session.	1	1	1	1	1

KSAs	Skill in exercising patience during difficult situations.	Knowledge of online video conference software such as Zoom.	Ability to follow oral instructions regarding work priorities.	Knowledge of health and safety regulations that comply with COVID-19 guidelines.	Ability to work efficiently in grading and returning assignments.
Organization Tasks					
Exchanges students' previous week's homework with current week's homework to ensure they have their most current packets.	2	1	1	1	1
Organizes students' ungraded work by placing their work in the student's folder and placing it in either the math or reading grading baskets.	1	1	1	1	1
Organizes students' folders with their compiled grades on classwork and homework to assess their progress and create a future learning plan.	2	1	1	1	1
Prepares the following week's homework by gathering the packets assigned by the instructor and dating them to ensure each student has their work.	2	1	1	1	1

KSAs	Ability to organize information into handwritten tables.	Flexibility in assuming various job roles as needed.	Knowledge of grading Kumon procedures.	Proficiency in math up to and including calculus.	Proficiency in college-level English.
Teaching Tasks					
Assists students whose hands are raised to better understand the packet they are working on.	1	1	2	4	4
Conducts Zoom tutoring sessions with one or more students to assist them with learning packets.	1	1	2	4	4
Facilitates private instruction of individual or small groups of students to prepare for academic quizzes or work.	1	1	2	4	4
Assesses students' memory to ensure sufficient academic achievement by asking them to verbally answer multiplication problems.	1	1	1	5	1

KSAs	Ability to organize information into handwritten tables.	Flexibility in assuming various job roles as needed.	Knowledge of grading Kumon procedures.	Proficiency in math up to and including calculus.	Proficiency in college-level English.
Teaching Tasks					
Sits with younger students to assist their academic needs by answering their questions, explaining their packet problems that need to be solved, and teaching them concepts they do not understand.	1	1	1	4	4
Develops additional examples to help students interpret concepts they are confused on.	1	1	1	4	4
Trains new employees by leading by example, answering any questions they have, and verbally narrating each step of the grading process.	1	1	5	1	1
Provides incentives for students to complete their classwork quickly by offering lollipops, stickers, or other small candies.	1	1	1	1	1

KSAs	Skill in exercising patience during difficult situations.	Knowledge of online video conference software such as Zoom.	Ability to follow oral instructions regarding work priorities.	Knowledge of health and safety regulations that comply with COVID-19 guidelines.	Ability to work efficiently in grading and returning assignments.
Teaching Tasks					
Assists students whose hands are raised to better understand the packet they are working on.	4	1	1	1	1
Conducts Zoom tutoring sessions with one or more students to assist them with learning packets.	4	5	1	1	1
Facilitates private instruction of individual or small groups of students to prepare for academic quizzes or work.	4	1	1	1	1
Assesses students' memory to ensure sufficient academic achievement by asking them to verbally answer multiplication problems.	2	1	1	1	1

KSAs	Skill in exercising patience during difficult situations.	Knowledge of online video conference software such as Zoom.	Ability to follow oral instructions regarding work priorities.	Knowledge of health and safety regulations that comply with COVID-19 guidelines.	Ability to work efficiently in grading and returning assignments.
Teaching Tasks					
Sits with younger students to assist their academic needs by answering their questions, explaining their packet problems that need to be solved, and teaching them concepts they do not understand.	4	1	1	1	1
Develops additional examples to help students interpret concepts they are confused on.	4	1	1	1	1
Trains new employees by leading by example, answering any questions they have, and verbally narrating each step of the grading process.	3	1	1	1	1
Provides incentives for students to complete their classwork quickly by offering lollipops, stickers, or other small candies.	1	1	1	1	1

KSAs	Ability to quickly generate alternate methods of explaining difficult concepts.	Ability to clearly explain academic concepts.	Ability to accurately perceive how students are feeling.	Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.	Skill in accurate grading of homework and classwork packets.
Teaching Tasks					
Assists students whose hands are raised to better understand the packet they are working on.	4	5	4	4	1
Conducts Zoom tutoring sessions with one or more students to assist them with learning packets.	4	5	4	4	1
Facilitates private instruction of individual or small groups of students to prepare for academic quizzes or work.	4	5	4	4	1
Assesses students' memory to ensure sufficient academic achievement by asking them to verbally answer multiplication problems.	4	2	1	4	1

KSAs	Ability to quickly generate alternate methods of explaining difficult concepts.	Ability to clearly explain academic concepts.	Ability to accurately perceive how students are feeling.	Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.	Skill in accurate grading of homework and classwork packets.
Teaching Tasks					
Sits with younger students to assist their academic needs by answering their questions, explaining their packet problems that need to be solved, and teaching them concepts they do not understand.	4	5	4	4	1
Develops additional examples to help students interpret concepts they are confused on.	5	5	1	4	1
Trains new employees by leading by example, answering any questions they have, and verbally narrating each step of the grading process.	2	3	1	4	1
Provides incentives for students to complete their classwork quickly by offering lollipops, stickers, or other small candies.	1	1	4	4	1

KSAs	Ability to organize information into handwritten tables.	Flexibility in assuming various job roles as needed.	Knowledge of grading Kumon procedures.	Proficiency in math up to and including calculus.	Proficiency in college-level English.
Multitasking Tasks					
Adapts to different job positions that the instructor sees fit during the shift in order to address the immediate tasks that need completion.	1	5	1	1	1
Focuses attention on multiple students at once to make sure they are all on track and getting the assistance they need.	1	5	1	1	1
Works collaboratively with other graders to ensure that classwork is given back on time and homework is being graded at an efficient rate.	1	1	4	1	1
Constantly visually assesses the current condition of the classroom to determine if students are done with their work or need assistance.	1	5	1	1	1

KSAs	Skill in exercising patience during difficult situations.	Knowledge of online video conference software such as Zoom.	Ability to follow oral instructions regarding work priorities.	Knowledge of health and safety regulations that comply with COVID-19 guidelines.	Ability to work efficiently in grading and returning assignments.
Multitasking Tasks					
Adapts to different job positions that the instructor sees fit during the shift in order to address the immediate tasks that need completion.	3	1	5	1	1
Focuses attention on multiple students at once to make sure they are all on track and getting the assistance they need.	4	1	1	1	1
Works collaboratively with other graders to ensure that classwork is given back on time and homework is being graded at an efficient rate.	3	1	1	1	1
Constantly visually assesses the current condition of the classroom to determine if students are done with their work or need assistance.	1	1	1	1	1

KSAs	Ability to quickly generate alternate methods of explaining difficult concepts.	Ability to clearly explain academic concepts.	Ability to accurately perceive how students are feeling.	Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.	Skill in accurate mathematical grading of homework and classwork packets.
Multitasking Tasks					
Adapts to different job positions that the instructor sees fit during the shift in order to address the immediate tasks that need completion.	1	1	1	4	1
Focuses attention on multiple students at once to make sure they are all on track and getting the assistance they need.	1	4	1	4	1
Works collaboratively with other graders to ensure that classwork is given back on time and homework is being graded at an efficient rate.	1	3	1	4	1
Constantly visually assesses the current condition of the classroom to determine if students are done with their work or need assistance.	1	1	1	1	1

KSAs	Ability to organize information into handwritten tables.	Flexibility in assuming various job roles as needed.	Knowledge of grading Kumon procedures.	Proficiency in math up to and including calculus.	Proficiency in college-level English.
Safety Related Tasks					
Sanitizes desks with a sanitizing wipe after each student completes work to ensure cleanliness throughout the classroom.	1	1	1	1	1

KSAs	Skill in exercising patience during difficult situations.	Knowledge of online video conference software such as Zoom.	Ability to follow oral instructions regarding work priorities.	Knowledge of health and safety regulations that comply with COVID-19 guidelines.	Ability to work efficiently in grading and returning assignments.
Safety Related Tasks					
Sanitizes desks with a sanitizing wipe after each student completes work to ensure cleanliness throughout the classroom.	1	1	1	5	1

<p>KSAs</p>	<p>Ability to quickly generate alternate methods of explaining difficult concepts.</p>	<p>Ability to clearly explain academic concepts.</p>	<p>Ability to accurately perceive how students are feeling.</p>	<p>Skill in communication when exchanging information verbally with students, student guardians, colleagues, and supervisor.</p>	<p>Skill in accurate grading of homework and classwork packets.</p>
<p>Safety Related Tasks</p>					
<p>Sanitizes desks with a sanitizing wipe after each student completes work to ensure cleanliness throughout the classroom.</p>	<p>1</p>	<p>1</p>	<p>1</p>	<p>1</p>	<p>1</p>