

CODESP NEWS

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SPEAKERS

During the first six months of 2002 we were able to offer presentations by several experts in the field of public school district human resources. We would like to acknowledge their generosity:

Janna Lambert, *Assistant General Counsel,
Alameda County Office of Education*

Mark Robson, *Attorney, Littler Mendleson*

Ward Komers, *Governmentjobs.com*

Marc Steele, *Director of Classified Personnel,
Hacienda-La Puente USD*

Andrea Rohrer, *Personnel Analyst,
Newport-Mesa Unified School District*

John Adkisson, *Attorney, Hanson Bridgett*

Diane Marshall-Freeman and Marcella Gutierrez,
Attorneys, Girard and Vinson

Patti White, *Attorney, Littler Mendleson*

Kristine Kwong, *Attorney, Liebert Cassidy*

Mary Ciddio, *Vocational Rehabilitation Consultant*

We hope that we will be able to match this talent during the next program year. If you have a favorite speaker, or a topic of interest that you would like to see included in the next program year's schedule, please contact us. With most districts tightening their conference budget, CODESP's free training programs are an economical resource for staff development.

INSTRUCTIONAL AIDE TEST

CODESP members may request a Sample Instructional Aide test available through password protected email.

There has been no official statement as to what should be included on the test. The No Child Left Behind Act of 2001, which was enacted January 8th, states that Title I paraprofessional employees must meet a rigorous standard of quality and demonstrate, through a formal state or local assessment, knowledge of, and ability to assist in instructing reading, writing, and mathematics; or knowledge of, and the ability to assist in instructing reading, writing, and mathematics readiness, as appropriate. (See page 2)

PARAPROFESSIONALS

According to a letter sent to all Chief State School Officers, April 28, 2002, from Joseph Johnson Jr., Director of the United States Department of Education's Compensation Education Programs, the new policies regarding the No Child Left Behind Act of 2001 are not finalized, but the department's current thought is that:

1. These requirements apply to paraprofessionals with instructional duties in any program supported by Title I funds. For a schoolwide school, this means all paraprofessionals with instructional duties without regard to the source of funding of the positions.

2. The requirements do not apply to paraprofessionals working primarily as translators or solely on parental involvement activities. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

3. All paraprofessionals (regardless of their hiring date) in a program supported with Title I funds must have a secondary school diploma or equivalent. This is a change from the previous statute, which permitted the hiring of paraprofessionals with high school diplomas, or the recognized equivalent, to work as translators.

4. Finally, Title I and Title II funds may be used for ongoing training and professional development to help paraprofessionals meet the statutory requirements.

**"TIPS TO INCREASE YOUR TEST
TAKING SKILLS" HAS BEEN
REVISED AND IS AVAILABLE AT
THE MEMBER'S ONLY AREA:
WWW.CODESP.COM**

NO CHILD LEFT BEHIND ACT

There are still several “unknowns” regarding the No Child Left Behind Act of 2001. At this time we are all waiting for regulations that are expected to be published in the next Federal Register. The regulations may, or may not, address the new testing requirements for paraprofessionals. Since the California Department of Education has decided, at this time, to leave the issues surrounding paraprofessional qualifications to local decision, some organizations are becoming proactive in the process. The Tri-County Consortium group belonging to the region of the Southern California Comprehensive Assistance Center has decided to develop options regarding paraprofessional qualifications.

The members of the Tri-County Consortium group represent human resources personnel, county office of education staff, directors of instructional services, special project directors, testing/evaluation specialists, and classified union (CSEA) staff. The proposals developed by this group will be shared with the eight Southern California counties including Los Angeles, San Diego, Orange, Riverside, San Bernardino, Inyo, Kern, and Imperial, per the requirements of the Southern California Comprehensive Assistance Center.

The three county office (Los Angeles, Orange, and San Diego) Special Project staff members who are organizing the Tri-County Consortium group, are currently asking for assistance in reviewing the options being suggested. Through these meetings they would like to determine which suggestions would be considered in the spirit and in legal compliance with the No Child Left Behind legislation before these proposed options are disseminated as suggestions/assistance to other districts.

At this time there are two sub-committees working on proposed options. The first is the training subcommittee which is looking at utilizing community colleges and will focus on providing instruction to candidates and/or current employees on the specific needs/job assignments of an instructional aide. The program would also include a minimum amount of supervised assignments that would demonstrate the ability to assist in instructing reading, writing, and math. Adult Education programs are also being considered as options for training. A documented training program is being considered as an alternative, or as an addition, to the multiple choice exam.

The assessment subcommittee is developing standards for a paper and pencil exam. Although a standardized test will **NOT** be developed by this committee, recommendations regarding the type of test items that should be included on the test will be provided. Due to security concerns, CODESP test materials will not be offered to the committee during this process. CODESP Executive Director, Marianne Tonjes is a facilitator for this subcommittee and is being provided with up-to-date information regarding the regulations. CODESP members will benefit from the expertise of the individuals present at these meetings as the updates we provide to our Sample Instructional Aide Examination will reflect their recommendations.

At the present time CODESP has a Sample Instructional Aide examination available. We have incorporated most of the standards included in the new California High School Exit Exam (CHSEE). Since the CHSEE also includes a writing exercise, one is provided with our sample test. For those districts that do not have the capability to administer a writing exercise, we have added multiple choice questions to the test which address grammar, spelling, and punctuation. At this time it is not certain if a multiple choice form of assessment will adequately substitute for the writing assessment, but many large districts are choosing this option.

Remember, this sample test is a “work in progress” and may evolve as we learn more about the regulations. We have been advising members to keep a copy of their old test as a record of what was administered to Instructional Aides prior to January 8, 2002. If your test is outdated, discontinue its use. Instead use a test that reflects your state’s academic standards. By improving your test, your district will be able to demonstrate that it is attempting to comply with the regulations as we understand them at this time. If possible your district can choose to hire individuals with associate’s or higher degrees, or who have 48 semester units. We suggest that all Instructional Aides be able to pass a test that measures their knowledge of, and the ability to assist in instructing reading, writing, and mathematics so that districts can establish minimum standards that will apply to all of their Aides.

UPCOMING CONFERENCE

Northern California School Personnel Commissioner's Association

**ANNUAL CONFERENCE
OCTOBER 25 - 27 - MONTEREY**

JOB OPENING

**Human Resource Analyst
Los Angeles County Office of Education
Downey
\$56,865 - \$70,440**

Deadline for applications is August 9, 2002. For an application call (562) 803-8360 or apply on-line at <http://personnelcomission.com>.

REQUESTS

Many districts will be administering several tests during the end of August and the beginning of September. Our goal is fill requests by sending them by email, County Mail (Orange Co.), or US mail within 48 business hours of receiving the C-CIB Request Form. Delivery can be quicker if the job description is attached or if you send us a complete set.

If you have not already sent us a copy of your job descriptions by hard copy, disk, or email attachment, please do so now. We cannot fill your test request unless we have a job description. The job description provides us with the information we use to select test materials to send to your district. For example, a secretary in one district may perform different job duties than a secretary in another district and would therefore require different test materials.

New items can be included on your test, but please make sure you have included the key and have allowed extra time for us to enter and edit the questions.

**TO ORDER TEST MATERIALS COMPLETE A
C-CIB REQUEST FORM ON OUR WEBSITE:
WWW.CODESP.COM**

NO CHILD LEFT BEHIND ACT

The next meeting of the Tri-County Consortium group, will be held September 5, from 10:00 a.m. - 2:00 p.m. at the Orange County Department of Education in Building. D.

C-CIB

This past month we have concentrated our efforts into updating and writing new test items for Instructional Aide. Our new Sample Instructional Aide test currently includes 110 multiple choice test items divided into three sections:

English—Language Arts
Mathematics
Ability to Assist in Instruction

Although we have included grammar, punctuation, and spelling, we still also offer a writing exercise if your school district would prefer to test writing skills in this manner. The Ability to Assist in instruction questions cover topics/material related to dealing with students, and reading/interpreting a lesson plan and an instructional game. The test can be used as is, or modified, per your district's needs.

NEW MEMBERS

WELCOME!

**Bellflower USD
Davis Joint USD
Fountain Valley ESD
Little Lake ESD
Lucerne Valley USD
Oxnard ESD
Ukiah USD
Santa Clarita CCD**

INSTRUCTIONAL AIDE PROFICIENCY

According to a study described in "Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation", by Anna Lou Pickett, for the National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education Graduate Center, City University of New York, in 1999, the following proficiencies are minimum qualifications required by most Paraeducators.

Reading:

Ability to: locate, understand, and interpret written information in prose and documents including manuals, graphs, and schedules in English, and, if required by learner or program needs, in another language; identify the main idea or essential message in a text; identify relevant details and facts; infer or locate the meaning of technical vocabulary.

Mathematics:

Ability to: perform addition, subtraction, multiplication, and division; perform basic algebra and geometry (per California high school standards); use basic numerical concepts such as whole numbers, fractions, percentages, and other techniques for solving practical problems; use tables, graphs, diagrams, and charts to obtain and convey information.

Writing:

Ability to: communicate thoughts, ideas, information, and messages in writing; record information completely and accurately; use language, style, organization, and format appropriate for the subject matter, purpose, and audience; check, edit, and revise writing for accuracy; use appropriate emphasis, form, grammar, spelling, and punctuation.

These proficiencies should be considered when constructing an Instructional Aide test.

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