

Classified Employee Selection Materials

# CODESP NEWS

## Update of the New Software and Website

As we had introduced in the May 2004 newsletter, CODESP has enlisted the people at the Regional Technology Center in Santa Clara to develop a new software system and website. The new system has been designed to make selecting products and assembling selection tests quicker and easier. Registered users will be able to go to the new CODESP website, enter into their school district's secure area, and begin managing their selection needs. The name of the software is CATS (CODESP Automated Test System) and it will provide a variety of new features.

**What is new?** The following is a sample of the features that will be available in each school district's secure area of the CODESP website:

- Receive CODESP news and information
- Request testing material and check on the status of prior requests
- Notification of upcoming CODESP trainings and the ability to register for trainings online
- Assemble multiple choice exams online, customize them to your specific requirements, and then print directly from the website

The date for the consortium-wide release of CATS has not been set, but we will begin piloting the software in August and more information will be available in the early fall. One of the main goals of CODESP is to provide quality selection material in a timely manor, and with this new software we hope that we will continue to assist you in your selection needs for many years to come.

## CODESP Free Member Training Meetings

September 10<sup>th</sup> 10 a.m. – 12 p.m. at San Bernardino City USD

Utilizing Subject Matter Experts Effectively to Develop Job Related Test Materials  
Using CODESP's New Software

September 28<sup>th</sup> 10 a.m. – 12 p.m. at Sacramento / Placer / El Dorado County Area

TBA

October 8<sup>th</sup> 10 a.m. – 12 p.m. at Los Angeles COE

Speaker to be announced / Using CODESP's New Software Training

October 15<sup>th</sup> 10 a.m. – 12 p.m. at Calexico USD

Utilizing Subject Matter Experts Effectively to Develop Job Related Test Materials  
Using CODESP's New Software

October 22<sup>nd</sup> 10 a.m. – 12 p.m. at Orange COE

Utilizing Subject Matter Experts Effectively to Develop Job Related Test Materials  
Using CODESP's New Software

November 4<sup>th</sup> 10 a.m. – 12 p.m. at San Diego COE

Passpoint Setting / Legal Updates in Employment

## RYAN LONG JOINS CODESP STAFF AS ASSISTANT SELECTION ANALYST

On July 20, 2004, Ryan Long joined the CODESP staff as an Assistant Selection Analyst. Ryan recently finished the coursework for his Master's degree in Industrial and Organizational Psychology at California State University, Long Beach. He was first introduced to CODESP through a course project in which he worked with us to develop a training program focused on working with subject matter experts to ensure the quality and job-relatedness of selection test items. Previous to joining CODESP, Ryan worked in the Personnel Selection Branch of the Los Angeles Unified School District.

Ryan's work at CODESP will include developing new test items as well as improving the quality of our current items. In addition, he will contribute to the development and implementation of our training programs. He is excited about the implementation of our new software "CATS" and he is looking forward to working with all of our member districts.

Woody Koch-Wain will step up to Selection Analyst and replace Lisa Grech. She has become a full-time trainer in the private sector. We wish her well in this new career and thank her for all her dedication and devotion to fellow staff members and customers while at CODESP.

## PTC-SC FALL CONFERENCE

The Personnel Testing Council of Southern California will be holding its Fall Conference:

**"Commitment to Improving Employee Recruitment, Selection and Retention: Innovative Strategies During Times of Budget Cutbacks"**

**October 28 - 29, 2004**

**Waterfront Hilton Beach Resort - Huntington Beach, CA**

**For more information: [www.ipmaac.org/ptcsc/](http://www.ipmaac.org/ptcsc/)**

## WRIPAC PRESENTS:

***Western Region Intergovernmental Personnel Assessment Council***

Pre-conference Workshops:

Item Analysis and Legal Aspects of Selection

September 29th, 8:30 a.m.- 4:30 p.m.

**The Resort at Squaw Creek, 400 Squaw Creek Road, Olympic Valley, CA**

To reserve a room Call 1-800-327-3353

***\*\* The cost for the preconference training workshops is \$100 for WRIPAC members, and \$120 for non-members. You must register for this training. The conference attendance on September 30 and October 1 is free!***

Visit <http://www.wripac.com> for more info and to register for the pre-conference training:

**Registration will be complete upon receipt of your training fees.**

**For more information on pre-conference training sessions: [www.wripac.com](http://www.wripac.com)**

# Title I Paraprofessionals Non-Regulatory Guidance

## Summary of Major Changes March 1, 2004

This updated version of the U.S. Department of Education's Title I Paraprofessionals Non-regulatory Guidance is posted on their website and dated March 1, 2004. It was reorganized so that all questions addressing similar topics are in the same section. In addition to a number of minor and technical changes, the following are questions and answers for some of the more pertinent changes:

### B. REQUIREMENTS FOR PARAPROFESSIONALS

**B-22. The statutory language refers to “two years of study at an institution of higher education.” [Section 1119(c)(1)(A)]. What does “two years of study” mean?**

“Two years of study” means the equivalent of two years of full-time study, as defined by the institution of higher education (IHE). For some IHEs that may mean 12 credit hours per semester (requiring a total of 48 credit hours), while in others it may mean 15 credit hours a semester (requiring a total of 60 credit hours).

**B-24. Is a paraprofessional required to take a specific course of study?**

No. However, paraprofessionals must be able to demonstrate knowledge of, and the ability to assist in instructing, reading, writing, and mathematics, or reading readiness, writing readiness, and mathematics readiness [Section 1119(c)(1)(C)]. For this reason, a paraprofessional who chooses to meet the qualification requirements by completing two years of study in an institution of higher education and has coursework to complete in order to do so, is encouraged to take courses that will enable the paraprofessional to demonstrate knowledge of these subject areas.

### C. PARAPROFESSIONAL ASSESSMENT

**C-1. One option for meeting the new educational requirements is for paraprofessionals to demonstrate their knowledge and ability through a formal State or local academic assessment. What is the purpose of this assessment?**

To help improve student achievement, Title I paraprofessionals must have the appropriate knowledge and ability to assist in instructing students and be competent in required instructional techniques and academic content areas. Additionally, because students need good language role models and because communication is essential to effective instructional support, Title I paraprofessionals should also demonstrate that they are competent in basic literacy skills, including the ability to speak and write standard English.

The assessment is one way for Title I paraprofessionals to demonstrate knowledge of, and the ability to assist in instructing, the academic content areas of reading arts, writing, and mathematics; or reading readiness, writing readiness, and mathematics readiness.

**C-2. Does “assessment” mean a “paper and pencil test” only, or could the assessment be a performance assessment evaluating demonstrable skills?**

The law does not require a paper and pencil test. However, there must be evidence that the assessment is valid and reliable. Also, the assessment results must be documented, i.e., there needs to be a record of the assessment and the individual's performance on that assessment. Should a State or LEA decide to use or allow more than one type of assessment, each assessment should be evaluated against the same standards.

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# NCLB UPDATES CONTINUED FROM PAGE 3

## **C-4. What factors should States take into consideration in approving State or local paraprofessional assessments?**

The following guidelines may assist an SEA in approving assessments:

SEAs and LEAs have flexibility to determine the content and format of any assessment of paraprofessionals. For example, while an appropriate assessment might be entirely a written test, it alternatively could be a combination of a written test on content (reading, writing, and math) and a demonstration of competence in instruction (assessed through observations via a series of rubrics).

The content of the assessment should reflect both the State academic standards and skills expected of a child at a given school level (preschool, elementary, middle, or high school), as well as the ability of the candidate to effectively provide instructional support to assist students in mastering the content. Clearly, the assessment should be rigorous and objective. Furthermore, each evaluation should have a standard that the candidate is expected to meet or exceed. These standards for evaluation must be applied to each candidate in the same way.

The results of the assessment should establish the candidate's competence as a paraprofessional relative to the standards in section 1119(c)(1)(C), or target the areas where additional training and staff development may be needed to help the candidate meet those standards before being hired. The results should be documented and the LEA should retain that documentation.

Moreover, an SEA may wish to officially establish which assessments it has determined meet the statutory requirements, to what extent State policies permit LEAs to develop, select or implement their own assessments for paraprofessionals, and what requirements, if any, the State places on any local assessment. Keeping such formal approvals on file, along with an explanation as to how the State (or local) assessments meet these requirements, would be one way of making sure that the State (or local) assessments on which LEAs rely comply with the law. The SEA could then communicate this information to LEAs, so that each LEA is clear as to what the options are when it comes to assessing paraprofessionals.

## **C-5. May Title I funds be used to pay for the paraprofessional assessment?**

Yes

*CODESP staff is currently developing an updated version of the Sample Instructional Aide exam. It should be available by mid-September.*

## **WELCOME NEW CODESP MEMBERS**

Alum Rock Union SD  
Azusa USD  
Beverly Hills USD  
Cabrillo USD  
Caruthers USD  
Dixie ESD  
Evergreen ESD  
Golden Valley USD  
Goleta Union SD

Hesperia SD  
Livingston Union SD  
Manhattan Beach USD  
McKinleyville Union SD  
Moorpark USD  
Norwalk-La Mirada USD  
Oroville City ESD  
Palo Alto USD  
Reef-Sunset USD

Rio SD  
Roseville City SD  
Roseville Joint UHSD  
Ross Valley SD  
San Ramon Valley USD  
St. Helena USD  
Tehama CDE  
Travis USD  
Washington USD