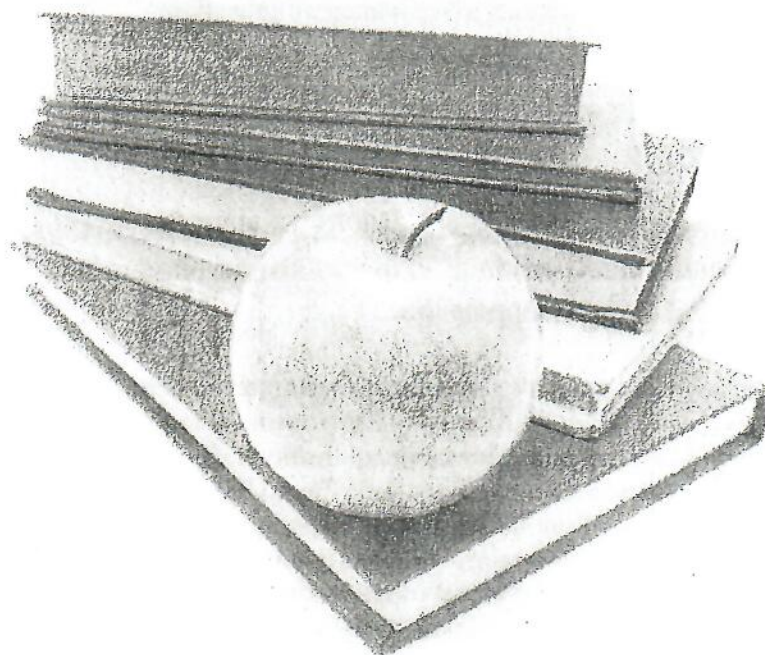


KENTUCKY PARAEDUCATOR ASSESSMENT



STUDY GUIDE

REVISED 2nd EDITION

KENTUCKY DEPARTMENT OF EDUCATION

October 2009



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REQUIREMENTS FOR PARAEDUCATORS IN KENTUCKY

The *Elementary and Secondary Education Act (ESEA)* addresses educational qualifying factors for paraeducators. Specifically, all paraeducators working in a program supported with Title I, Part A funds must have a secondary school diploma or its recognized equivalent. **New employees must meet the ESEA educational requirement before they are hired to provide instructional support in a program supported with Title I, Part A funds.**

To provide consistency and ensure that all paraeducators are highly qualified, districts may choose to develop a policy in which all paraeducators with instructional duties are required to meet the ESEA educational requirement.

Paraeducators whose duties include instructional support and who work in a program supported with Title I, Part A funds must meet the ESEA educational requirement through one of the following:

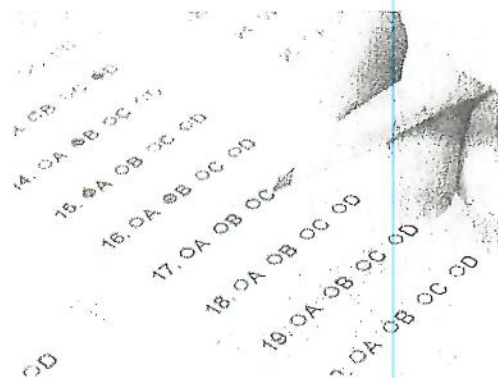
1. completed two years of study at an institution of higher education ("Two years of study" means the equivalent of two years of full-time study as defined by the institution. For some institutions that may mean 12 credit hours per semester, requiring a total of 48 credit hours, while in others it may mean 15 credit hours a semester, requiring a total of 60 credit hours.); or
2. obtained an associate (or higher) degree; or
3. met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in the instruction of reading, writing, and mathematics (or as appropriate, reading readiness, writing readiness, and mathematics readiness).

Properly trained paraeducators play important roles in schools where they can magnify and reinforce instruction in the classroom. Unfortunately, studies often show that paraeducators are used to assist in teaching although their educational backgrounds may not qualify them for such responsibilities. ESEA includes higher standards to ensure that students who need the most help are assisted by highly qualified paraeducators. The law also requires that high-quality and ongoing professional development is provided for paraeducators working in programs supported by Title I, Part A funds. The training should enable paraeducators to assist children to meet the state's student academic achievement standards.

The Kentucky Department of Education (KDE) has chosen the *Kentucky Paraeducator Assessment (KPA)* as a means of assessing paraeducators who do not meet the higher education requirements stipulated in ESEA.

Candidates should check with the local school district in which they might be seeking employment to verify the acceptance of scores from the KPA or if the district is using a KDE-approved alternative assessment. A district may, at its discretion, determine that a paraeducator meets the ESEA educational requirement if the individual was previously determined to meet the requirement when employed by another district.

Content found throughout the Study Guide, including information noted in the appendices, may appear on the KPA.



- a. **Read as fast as you can with understanding.** Do not force yourself to be a speed-reader, but instead focus on the information the passage is relaying to you.
 - b. When you read opening sentences, try to **anticipate the passage's discussion points.** Whom or what is the author discussing? Look carefully at titles and subtitles of the passage for clues.
 - c. Attempt to identify the kind of writing utilized as you continue to read. **Identify techniques used, intended audience, and the author's feeling (if any) regarding the subject area.** Try to remember names, dates, and places for quick reference, along with where the author makes major points in the passage.
 - d. Your first reading of the passage should provide you the **general theme** of the passage as well as the location of its major subdivisions. You are strongly encouraged to refer back to the passage when answering the subsequent questions to verify your answer. It is not wise to rely upon your memory or knowledge gained from other sources to respond to the questions.
 - e. Now you are ready to read the first question. If you remember where to find the answer, go directly to that section of the passage. If you don't remember, **read the passage again.** It is not recommended that you jump around anticipating you will encounter the answer by chance. Decide on your answer, or, if you are indecisive about your choice, guess and proceed to the next question.
2. Learn to **recognize the major types of reading questions.** The following categories of reading questions may be encountered on the KPA.

**Categories of
Reading Questions**

- a. *Main Idea*
 - b. *Specific Details*
 - c. *Inference*
 - d. *Tone & Attitude*
 - e. *Technique*
 - f. *Context Clues*
-

- a. **Main Idea.** Questions about the main idea assess your ability to find the central theme of the passage or to judge its significance.

Example of a question about the main idea:

The author's primary purpose in this passage from the Nutrition Action Health Letter is to

- A. calculate calories from fat.
- B. choose foods that promote good health.
- C. determine fat content of food.
- D. determine serving size.

- b. **Locating Specific Details.** Questions about locating specific details are designed to assess your ability to understand what the author explicitly states.

Example of a question about locating specific details:

According to the article, if a food contains 25% of the recommended daily value (DV), it is considered to be

- A. high in the nutrient.
- B. low in the nutrient.
- C. average in that nutrient.
- D. lacking in that nutrient.

- c. **Drawing Inferences.** Inference questions assess your ability to look beyond what the author explicitly states in the passage and see what the author is implying in the passage.

Example of an inference question:

Under what conditions could one infer that a food would not be considered high in fat?

- A. if a food contains between 25% and 30% fat
- B. if a food contains 55 fat grams
- C. if a food contains 12% of the DV for fat
- D. if a food provided 56% of its calories from fat

5. **Spot key words** in the question and **scan the passage to find the key words or their synonyms** when answering questions about **specific details** in the passage. Authors will make statements to support their points when developing the main idea. When answering questions about supporting detail, you must find a word or group of words from the passage to support your answer choice. The use of phrases such as “according to the passage,” or “according to the author,” should help you to focus your attention on what the passage explicitly states.

Questions regarding details of a passage often ask about a particular phrase or line. It might be helpful to use the following techniques:

- Search for key words in the answer choices. These will generally be nouns or verbs.
 - Scan down the passage searching for these key words or their synonyms. Remember that the technique of scanning is similar to what you do when looking up someone’s number in the phone book.
 - Reread the sentence or passage when you locate the key words or its synonyms to determine if you have made the correct choice.
6. When you **make inferences**, remember to **base your answers on what the passage implies** and not what is explicitly stated. Inference questions require you to use your judgment and not rely upon direct statements made by the author. You must search for clues in the passage that may be used to derive your conclusion. Review the answer choices and eliminate those that obviously contradict what is stated or implied in the passage. When you make inferences, you must go beyond the obvious to look for logical implications.
7. **Search for context clues** when asked to give the **meaning of an unfamiliar word**. In reading comprehension, a question asking for the meaning of a word can usually be gotten from the word’s context. This type of question is not meant to assess your general vocabulary, but rather your ability to extract meaning from the text. You must look for clues within the passage to determine the meaning of a word. An unfamiliar word contained in a part of a sentence may be defined or clarified in another part of the sentence.
8. **Pay close attention** to the presence of **signal words** in the question and in the argument. When reviewing the questions and passages, you should be aware of signal words that clarify the situation. Below are types and examples of typical signal words.

Cause & effect signal words . . .

Cause and effect signal words often indicate the conclusion of an argument. These words include:

- accordingly
- consequently
- hence
- therefore
- thus

Contrast signal words . . .

Contrast signal words often indicate a reversal of thought within an argument or within the question asked. These words or phrases include:

- although
- but
- despite
- even though
- except
- however
- in contrast
- instead
- nevertheless
- not
- on the contrary
- on the other hand
- rather than
- unlike

2. Which of the following words, if substituted for the word *occult* in the first paragraph, would introduce the LEAST change in the meaning of the sentence?

A. supernatural
B. invisible
C. persuasive
D. subtle

Question 2 asks you to identify the **meaning of a word** as it is used in the passage's content. Since the *occult* power referenced in the first paragraph is clearly not a power that people ordinarily have and can be best described as *supernatural*, **Choice A** is the best answer.

3. From reading this passage, it can be inferred that

A. Lyndon Johnson was more studious than John Kennedy.
B. John Kennedy was more studious than Lyndon Johnson.
C. Lyndon Johnson often sought his father's advice.
D. John Kennedy was a born natural leader.

Question 3 asks you to **infer or draw a conclusion** from the passage. Since you infer that Kennedy was more studious than Johnson, **Choice B** is the best answer.

4. The purpose of this passage is to

A. explain Lyndon Johnson's childhood.
B. show that Kennedy was a stronger President than Johnson.
C. persuade the reader to vote for John F. Kennedy.
D. compare the leadership styles of two former Presidents: Lyndon Johnson and John Kennedy.

Question 4 asks you to identify the **main idea** of the passage. Since the purpose is to compare the leadership styles, **Choice D** is the best answer.

5. According to the passage, Lyndon Johnson had a long career as a

A. congressman.
B. Texas Ranger.
C. father.
D. writer.

Question 5 asks you to **locate key details** in the passage. Since Johnson was a congressman, **Choice A** is the best answer.

6. The overall tone of this passage is

A. emotional.
B. sarcastic.
C. factual.
D. biased.

Question 6 is about the **tone/attitude** of the passage. Since the passage presents factual information, **Choice C** is the best answer.

6. **Correctness.** The writer demonstrates

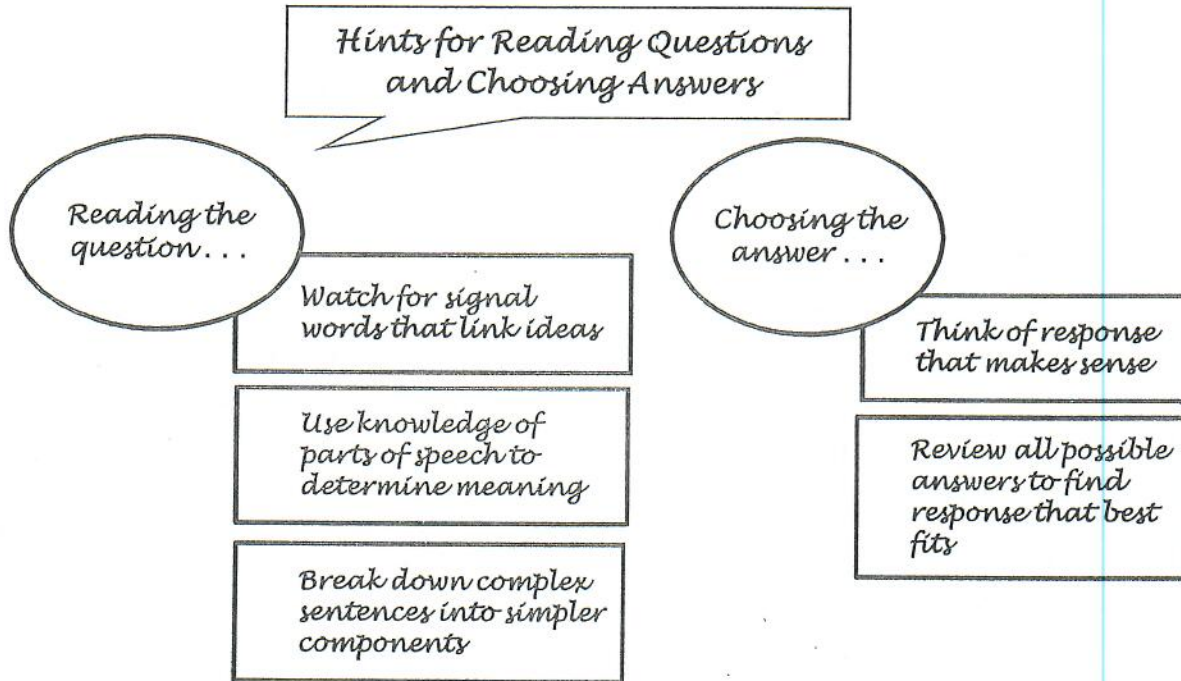
- correct spelling;
- correct punctuation;
- correct capitalization; and
- appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources.



Guidelines for Preparing for Writing

1. The KPA is designed to assess a paraeducator's ability to recognize and use standard written English. The questions will assess the following areas:
 - a. **Usage.** These questions will focus on your ability to recognize errors in verb tense, pronoun-antecedent agreement, parallel structure, subject-verb agreement, coordinator, subordination, punctuation, capitalization, and other conventions of standard written English. Some sentences will contain no error.
 - b. **Sentence Correction.** These questions will require you to choose the best way to rewrite phrases or sentences. Many sentence correction questions present faults in the logic or structure of the sentence such as idiomatic expressions and would normally require rewriting. However, in the assessment, you are asked to select the best revision offered by reviewing the effectiveness and clarity of the expression as well as correctness.
 - c. **Writing Process:** These questions will focus on responding to a student's draft. You will choose the best way to improve the draft in the areas of purpose, audience, organization, and idea development.
2. When writing, you should understand the importance of complete sentences. This means that a complete thought is expressed. However, a sentence may contain several ideas, not just one. In this instance, you want to get the ideas to work together to form mature, colorful sentences that are of interest to the reader. Common errors in writing complete and effective sentences include fragments, comma splices, and run-on sentences. Listed below are each type, their definition, and an example:
 - a. **Fragment.** A group of words used as a sentence although it lacks a subject, a verb, or some other essential component that causes it to be an incomplete thought.
Example: The delicate, lacy colors of spring gradually.
Corrected: The delicate, lacy colors of spring gradually covered the valley.
 - b. **Comma splice or run-on sentence.** A mistake made when two independent clauses are spliced together with only a comma.
Example: One of the players stands in front of the net and tries to keep the soccer ball from going in, he is called the goalie.
Corrected: One of the players, called a goalie, stands in front of the net and tries to keep the soccer ball from going in. Corrections may be made using one of the following methods:
 1. Changing the comma to a period thereby making two complete sentences.
 2. Adding a coordinating conjunction.
 3. Changing the comma to a semicolon using the rule that each of the independent clauses could stand alone as a separate sentence.
 4. Adding a needed word(s).

Here is a shortened version of the study tips to help you prepare for writing questions on the KPA. Try the hints out on the Sample Writing Question.



SAMPLE WRITING QUESTION

The following is a sample test question similar to those on the KPA. The question and explanation are adapted from the *PPST Guide* (2002). If the original is correct, choose answer *A* (no change). The answer should be clear and correct, without being awkward, ambiguous, or redundant.

1. What is the best way to state the underlined phrase in the following sentence? Martin Luther King, Jr., spoke out passionately for the poor of all races.



- A. no change
- B. had spoken out passionate
- C. spoke out passionate
- D. has spoke out passionately
- E. did speak out passionate

This sentence presents no problem of structure or logic. The verb tense is correct and the use of the adverb *passionately* is also correct in this context. Therefore, the best answer is **Choice A**.

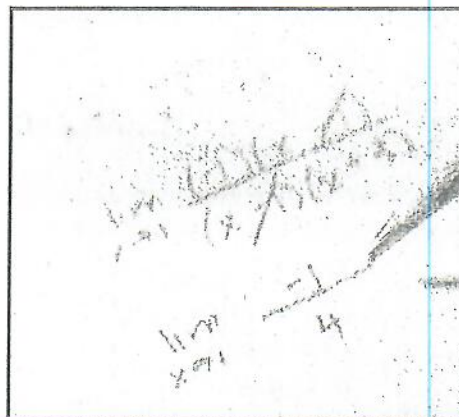
- c. Experiments and Samples (making predictions and inferences from data)
- d. Probability (determining the likelihood of an event)

5. Algebraic Thinking

- a. Patterns, Relations, and Functions (explain how change in one quantity affects another)
- b. Variables, Expressions, and Operations (explore the use of variables and evaluate algebraic expressions)
- c. Equations and Inequalities (solve equations and inequalities)

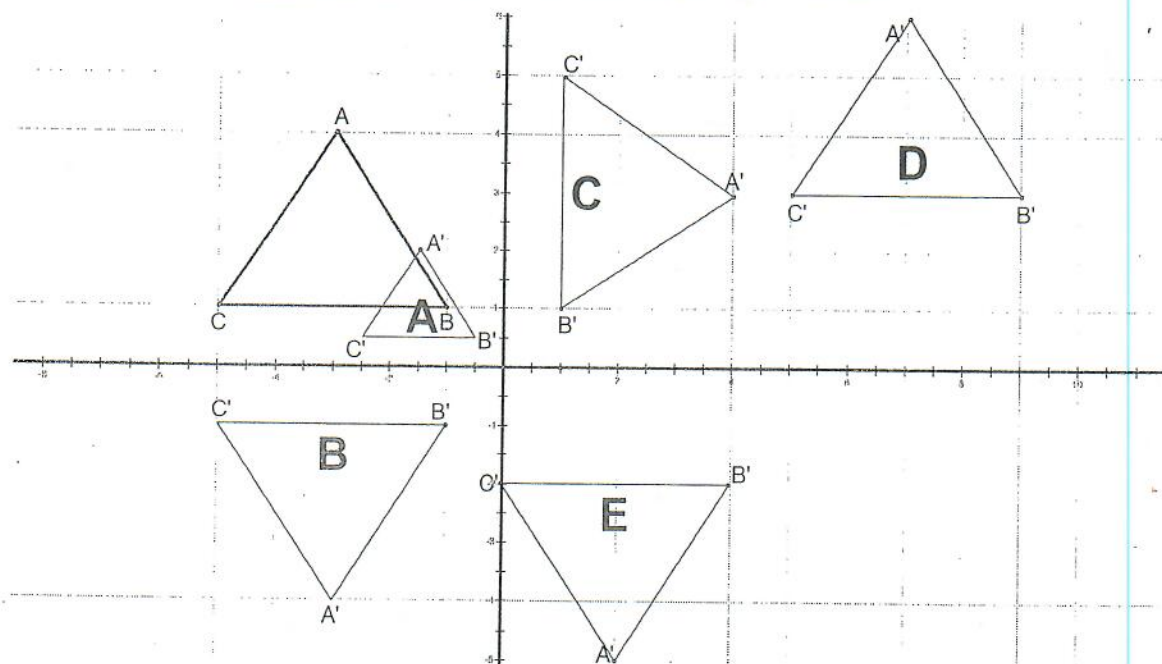
Guidelines for Solving Mathematical Problems

1. Some problems may require you to use **reading, language comprehension, problem solving, and mathematical computation skills simultaneously**. The following five steps are involved:
 - a. **Read the problem.** Restate the question by putting the question into your own words.
 - b. **Determine the information you need** to produce the right answer. Oftentimes a problem contains more than enough information. Regardless of the situation, think about what information you need to answer the question.
 - c. **Select the necessary strategy.** Choose a problem-solving method after you have determined the question being asked and the necessary information to solve the problem.
 - d. **Estimate your answer.** A good estimate will often provide enough information to choose the correct answer from the choices provided. If it does, you have finished the item. If not, then you need to continue the problem-solving process.
 - e. **Use the strategy to reach a solution (answer).** Then check your answer. Your answer should be reasonably close to your estimation. You may use addition to verify subtraction and multiplication to verify division.
2. There is often **more than one way to solve a problem**. As a paraeducator, you should model a variety of problem-solving strategies for your students. In answering mathematical questions, you may consider using strategies such as:
 - a. guess and check;
 - b. work backwards;
 - c. look for patterns;
 - d. draw a diagram;
 - e. make a table;
 - f. solve a simpler problem; and/or
 - g. use number sense.
3. A glossary of topics, terms, phrases, and symbols which may be helpful to you as a paraeducator is included in Appendix B.



The best way to do well in mathematics is to never give up!

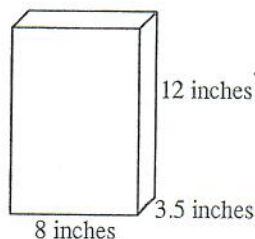
2. Which of the following translations of the bold triangle ABC is a rotation?



- A. A
- B. B
- C. C
- D. D
- E. D

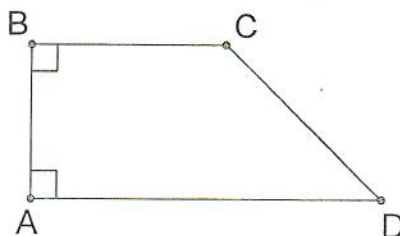
The correct answer for question 1 is **Choice C**. Triangle A is a dilation (an enlargement or a reduction). The triangle is reduced by $\frac{1}{2}$. Triangle B is a reflection (flip) over the x-axis (horizontal axis). Triangle C is a rotation (turn). The triangle is turned clockwise 90 degrees. Triangle D is a translation (slide). The triangle has been slid over 9 places to the right and up 2 places. Triangle E is a glide reflection (both a slide and a flip). The triangle was slid over 5 places, up 1 place, and then flipped over the x-axis.

7. Find the volume of the cereal box.



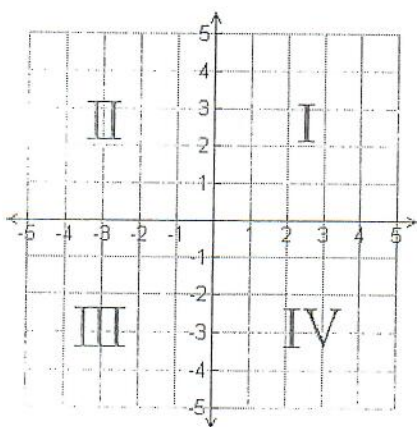
- A. 23.5 in^3
 B. 70 in^3
 C. 99.5 in^3
 D. 332 in^3
 E. 336 in^3

8. Name the obtuse angle.



- A. $\angle ABC$
 B. $\angle DAB$
 C. $\angle BCD$
 D. $\angle CDA$
 E. $\angle CBA$

9. The point $(-3, -5)$ is in which quadrant?



- A. I
 B. II
 C. III
 D. IV
 E. none of the above

10. The table shows the total amount of money Karen saved during the summer.

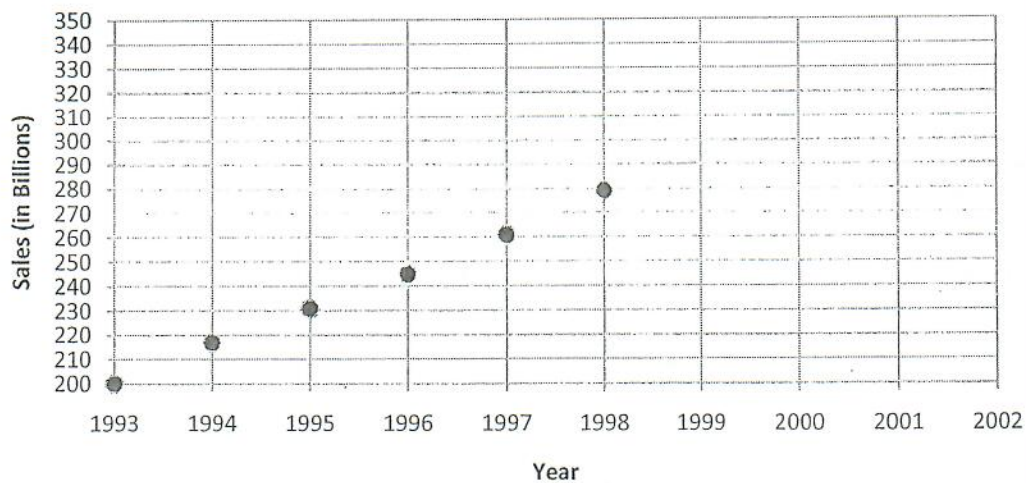
Week	Total Amount
1	\$15
2	\$45
3	\$75
4	\$105
5	
6	

How much money did Karen save by week 6?

- A. \$135
 B. \$145
 C. \$150
 D. \$165
 E. \$170

15. The graph below shows a relationship between years and department store retail sales.

Retail Department Store Sales



Using the graph above, predict the total retail sales for 2001.

- A. 295
- B. 310
- C. 325
- D. 340
- E. 355

$$2 \cdot 12 + 2 \cdot L = 72$$

$$24 + 2 \cdot L = 72$$

$$2 \cdot L = 48$$

$$L = 24$$

$$A = 12 \cdot 24$$

7. **Volume of box**

$$V = 8 \cdot 3.5 \cdot 12$$

8. **Obtuse angle**

9. **Point in quadrant**

Multiply 2 and 12.

Subtract 24 from both sides of the equation to solve for $2L$.

Solve for L by dividing both sides by 2.

Substitute the length of 24 and the width of 12 into the formula for area of a rectangle, $A = W \cdot L$.

Multiply 12 and 24. The answer is **Choice A**, 288 ft^2 .

Skill assessed – measuring physical attributes

The formula for the volume of a rectangular prism is $V = L \cdot W \cdot H$.

Substitute the length, width, and height into the formula.

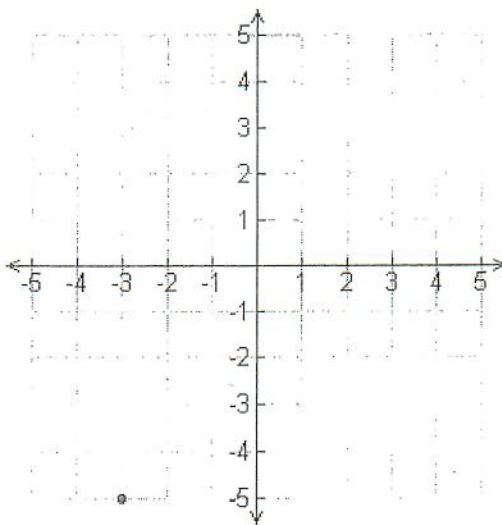
Multiply 8, 3.5, and 12. The answer is **Choice E**, 336 in^3

Skill assessed – measuring physical attributes

Both $\angle DAB$ and $\angle ABC$ are right angles (90 degrees), indicated by the squares in the corners. $\angle CDA$ is an acute angle (less than 90 degrees) and $\angle BCD$ is an obtuse angle (greater than 90 degrees). The answer is **Choice C**, $\angle BCD$.

Skill assessed – measuring physical attributes

The point is plotted by going left to -3 on the horizontal axis (x-axis) and going down to -5 on the vertical axis (y-axis). The answer is **Choice C**, Quadrant III.



10. **Table showing money saved** **Skill assessed – data analysis**

Between weeks 1 and 2, Karen saved \$30. She continued to save \$30 more each week. So during week 5, she would have saved a total of \$135 and in week 6 she would have saved a total of \$165. The answer is **Choice D**, \$165.

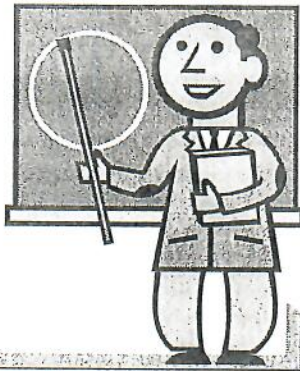
PARAEDUCATOR ROLES AND RESPONSIBILITIES

This section focuses on your role as a paraeducator in the classroom. Communication skills are essential when working with administrators, teachers, and students.

PARAEDUCATOR DEFINED

"Para" mean "along-side" – so paraeducator means someone who works "alongside" an educator – similar to the way assistants in the medical and legal field are called "paramedics" and "paralegals." Districts may refer to such individuals as teacher aides, instructional assistants, paraprofessionals, educational technicians, or therapy aides or assistants.

A general job description of the paraeducator is a school employee whose primary responsibility is to:



Provide instructional or other support services to students, and



Work under the supervision of a certified/licensed staff member who is responsible for the design, implementation, assessment, and evaluation of student progress and instructional programs.

PARAEDUCATOR VS. TEACHER RESPONSIBILITIES

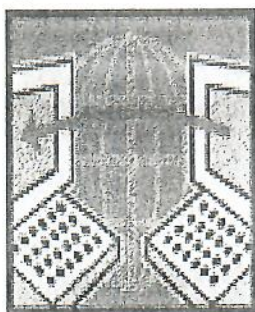
You can find paraeducators employed in a variety of education-related work settings. Paraeducators work in inclusive general and special education classrooms and early intervention programs, preschool programs, kindergarten programs, Title I targeted assistance school (TAS) programs, Title I schoolwide programs (SWP), libraries and computer labs, parent involvement programs, and supported employment or other vocational programs. They often are involved in the education of students with disabilities (e.g., assist with physical therapy, occupational therapy, speech/language therapy, health services, and social work case management).

Paraeducators do not function in isolation; they work in a team setting with teachers, administrators, or other certified staff or licensed professionals. The primary responsibility of a paraeducator is to provide instructional assistance to the supervising teacher by performing the tasks assigned by the teacher. Paraeducators may provide the following services under the supervision of teachers or other licensed personnel:

1. provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

Paraeducators are a part of an educational team, and a valuable part of the school staff. Working in a team situation requires frequent open communication between the administration, teacher(s) and paraeducator(s).

Paraeducators frequently work with more than one teacher; therefore, they may be expected to perform different tasks with varying degrees of responsibility in similar programs. Teachers have different approaches to integrating paraeducators into the instructional process and other classroom activities. Without mutual awareness and understanding of specific school and classroom environments, the educational team is not as effective as it should or could be. Therefore, the paraeducator and teacher(s) may want to consider taking time to discuss the following topics:



- applicable program requirements;
- teaching style;
- use of teaching materials;
- supervisory style;
- behavior management strategies;
- curricular/instructional focus;
- classroom routines;
- role descriptions; and
- space and furniture to accommodate a variety of approaches.

Throughout this process, the paraeducator should also recognize the position of leadership between the teacher and students, paraeducator and students, and teacher and paraeducators. The paraeducator must remember the teacher should be respected as the leader or supervisor of the classroom.

COMMUNICATION

Effective communication is the cornerstone of education. Today's public schools are made up of a diverse group of people. Students and staff are different from each other in many ways - age, gender, ethnicity, economic background, religion, lifestyles, values, etc. School personnel, including paraeducators, are expected to have an attitude of acceptance and appreciation of diversity. Paraeducators who take an active interest in understanding the ways students are different are better able to understand students' behavior and interest. Each of us has our own unique style of communicating with others. We convey ideas and information, demonstrate competence, and provide support orally, in writing, and/or through sign language. We communicate respect or lack of it through body language and facial expressions.

Effective communication is an integral part of the social interaction skills required to make and keep friends, cope with stress, share feelings, and maintain control over our behavior. Effective communication involves clearly stated and received messages about emotions and ideas. Being able to send and receive messages accurately helps us to be comfortable with other people and to let other people know that we are interested in them, respect their ideas, and care about them. A very important element in communication is being receptive to other people. This is known as "active listening" which has three main components: keeping an open mind, concentrating, and being involved.

Active listening . . .

"Active listening" techniques are helpful in interactions with students. Listening

1. helps students deal with and "defuse" strong feelings;
2. helps students understand their own emotions;
3. facilitates problem solving;
4. keeps the responsibility with the student;
5. makes students more willing to listen to others;
6. promotes a closer, more meaningful relationship between the paraeducator and the student.

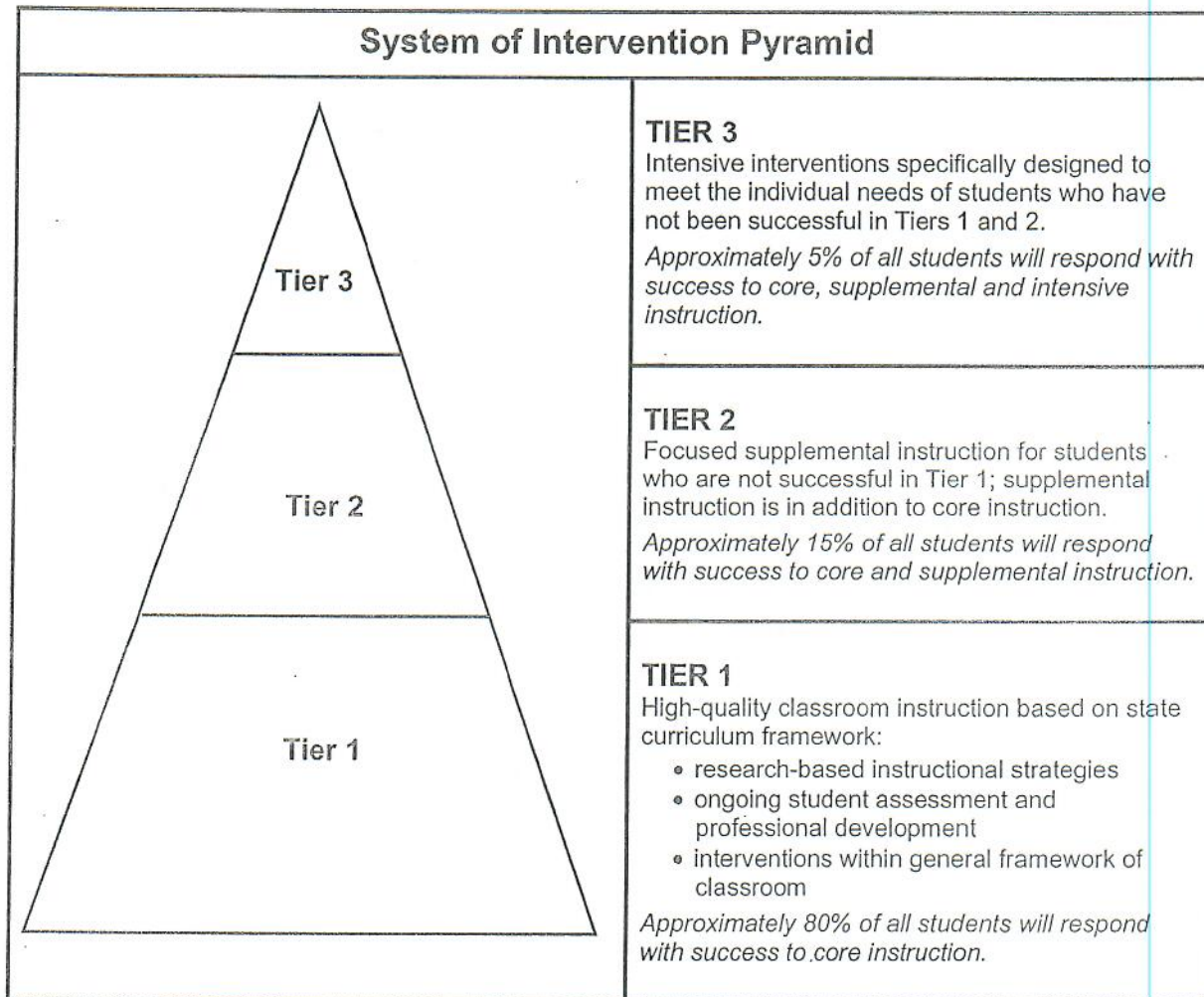
THE KENTUCKY SYSTEM OF INTERVENTIONS

Paraeducators will take an active role in the implementation of the Kentucky System of Intervention (KSI). The KSI is a framework for providing systematic, comprehensive services to address academic and behavioral needs for all students, preschool through grade 12. This comprehensive system addresses Response to Intervention (RTI), accelerated learning requirements, closing achievement gaps, high-quality instruction, readiness to learn, and student transitions. The KSI is best depicted using a pyramid diagram to highlight the three-tiered approach.

For additional information, see the document developed by the Kentucky Department of Education that is available at

<http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Interventions/>

Appendices D and E provide additional information about English language learners (ELLs) and students with special needs. The information on this website and in these appendices will **not** be covered on the KPA.

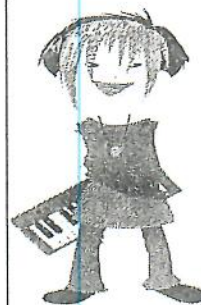


For example, paraeducators need to know that some English language learners (ELLs) are used to working cooperatively on assigned tasks in school environments. What may look like cheating is actually a culturally acquired learning style - an attempt to mimic, see, or model - what has to be done. This cultural trait can be used in positive ways in working with ELLs by assigning buddies or peer tutors so that ELLs are able to participate in all learning activities. Such cooperative learning strategies are very effective and reduce anxiety for children who are learning not only content but also the English language.

Teaching expectations . . .

The teaching of expectations for classroom behavior as soon as possible helps to avoid misunderstandings, discipline problems, and feelings of low self-esteem. The following strategies may be effective:

- Use visuals like pictures, symbols, and reward systems to communicate your expectations in a positive and direct manner.
- Physically model language for English language learners in classroom routines and instructional activities; ELLs will need to see you or their peers model behavior when you want them to sit down, walk to the bulletin board, work with a partner, copy a word, etc.



Helping students adjust to school environment . . .

Teachers and paraeducators can assist students in adjusting to the school environment in several ways:

1. Encourage students to share their language and culture with you and your class.
2. Have students participate in show-and-tell, providing an opportunity for students to bring in something representative of their culture.
3. Tell a popular story or folktale using words, pictures, gestures, and movements.
4. Allow students to teach the class some words from their native language.
5. Use materials related to students' cultures and labeling classroom objects in the students' native languages facilitates adaptation.
6. Be consistent and fair with all students; once students clearly understand what is expected, hold them equally accountable for their behavior.



Assisting children to learn . . .

There are many ways to assist children, youth and adults to learn more easily and effectively. Reflect back on a time when you were in the best learning situation you had ever experienced.

- Where did you learn the most?
- What did the teacher do to help you learn?
- In what type of atmosphere or learning environment were you?
- Was this environment a positive or negative one?

The following intervention techniques and instructional strategies may assist the paraeducator in building a positive learning environment that reinforces and supports student engagement in activities that are meaningful to their lives.

BEHAVIORAL INTERVENTIONS

If unacceptable student behaviors are exhibited, there are a variety of ways to help the student learn more socially acceptable behavior patterns.

Reinforcement. Teachers and paraeducators seek to teach and assist students in learning the necessary skills to participate in the community. This includes helping students learn to make better choices and

ACADEMIC INTERVENTIONS

If a student has difficulty learning new skills, there are a variety of techniques that can be used to enhance the student's learning.

Prompting. This technique provides varying degrees of guidance to the student as they practice their newly learned skills, and may utilize more than one approach. Typical prompting techniques include:

1. verbal prompts, giving directions, asking a question(s), or making a request;
2. visual prompts, touching or pointing;
3. demonstrating/modeling, an activity or task should be completed;
4. physical prompts, grasping a student's hand and assisting with pencil gripping to write or draw.

Other techniques to elicit student response include using age-appropriate vocabulary, various questioning techniques, and providing appropriate assistance should the student request it. However, it is crucial the paraeducator understand the distinction between assisting the student in using a process to determine a solution or answer and providing the answer to the student. Appropriate assistance from the paraeducator can reduce the student's frustration, keep the student on task, and enable the student to master a concept.ⁱⁱ

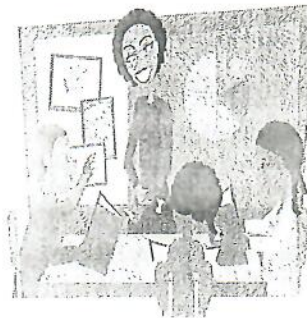
Task Analysis. Developed by Marc Gold, this technique breaks a task down into its component parts. This allows the student to grasp the task's concept instead of trying to learn the whole task at once. For example, teaching a student how to cook may be broken down into individual steps, from gathering materials and ingredients, to appropriately mixing the ingredients, to cooking the desired product, to actually eating the finished product.

Tutoring. A tutor is someone who assists the professional educator (teacher) by providing assistance to one or more students for achievement of instructional objectives. The tutor works under the direction of the supervising teacher, and should have an understanding of their roles and responsibilities.ⁱⁱⁱ

Tutors deliver individualized instruction. . .

Tutoring is the delivery of individualized instruction designed by the teacher to help the student(s) develop academic and non-academic skills, improved self-confidence, positive attitudes toward learning, and effective communication skills. Activities or tasks that may be used in a tutoring sessions include the following:

- reading materials to students;
- reviewing lessons and giving informal tests;
- supervising the practice of newly acquired skills;
- directing lessons through questions;
- observing, recording, and charting student behavior;
- practicing self-help skills;
- providing feedback and reinforcement; and
- preparing materials for tutoring.



Alternatively, the teacher might say, "That was a good case presentation because it was well organized and only essential information was included."

- **Regularly Provided:** Feedback should not be a surprise. It is often provided only when the learner has done something wrong. Establishing a routine of regular feedback prevents this.^{iv}

Using the ARCH feedback model . . .

By using the ARCH feedback model, paraeducators can support learners and help them strengthen their skills. The model is especially useful for a formal feedback situation.

A = Ask for self-assessment

R = Reinforcement

C = Correct

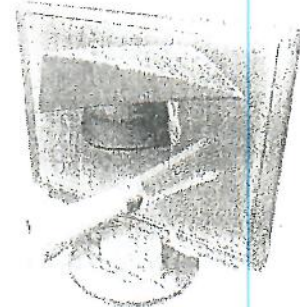
H = Help learner develop improvement plan

The arch is symbolic of strength and support. The following explains each aspect of the ARCH model:

- Ask the learner to self-assess relative to his/her performance facilitates the learner's development of an important life-long learning skill. A session could start with questions such as, "How do you think you are doing?" or "What do you feel are your strengths and weaknesses at this time?"
- Reinforcement is an important feedback skill. Learners often say that the only time they get feedback is when they do something "wrong." Reinforcement is the provision of feedback when they do something "right."
- Corrective feedback provided by the paraeducator is also critical. Suggestions for improvement need to be specific.
- Helping the learner develop a plan for improvement is very important.

Technology Integration. Teachers, along with paraeducators, need to train all students to be comfortable and capable to use all types of technology in the workplace. It is current practice to use computers as an integral part of the learning process. Research in the area of technology-assisted learning revealed the following outcomes of the use of computers in the classroom:^v

- Student enthusiasm and motivation to learn increased dramatically.
- Student productivity in all subject areas increased.
- Spontaneous peer and cooperative learning increased.
- Struggling writers became more proficient on the keyboard.
- Struggling students using technology have demonstrated superior results on standardized tests.
- Graduation and college participation of high school students who routinely use technology increased.



which means the student completes the work, not the paraeducator. The paraeducator provides support as needed.

Interest Centers/Interest Groups. Interest centers are often used with younger learners (primary/elementary), whereas interest groups are often used with older learners (middle/high school). In either setting, interest centers/groups allow students a choice in the study of topics not in the regular curriculum and helps them to explore the how's and why's of something of interest to them. The role of the paraeducator is to serve as facilitator and assist the teacher in classroom management techniques to ensure the classroom remains a positive learning environment.

Tiered Assignments. Tiered assignments are developed by teachers. These assignments allow students to begin learning from where they are. Students work with appropriately challenging material using a variety of resource materials at differing levels of complexity and learning modes to reinforce or extend learning based on student readiness.

Flexible Grouping. Students are part of many different groups. In the classroom, teachers may use flexible grouping to match the task to student readiness, interest, or learning style. Flexible grouping may be teacher assigned or student selected, depending on the activity and desired outcome proposed by the teacher. The use of flexible grouping allows for both collaborative and independent student work, gives students opportunities to work with a variety of peers, and helps to reduce the labeling of students as those who need help and those who provide help. The role of the paraeducator is to assist the teacher in ensuring all students learn to work cooperatively, collaboratively, and independently.



Varying Questions. In class discussions and on tests, teachers vary the sorts of questions posed to learners based on their readiness, interests, and learning styles. All students need to be accountable for information and thinking at high levels. Appropriately varying questions helps nurture motivation throughout the learning process.

Varying questions . . .

When asking instructional questions, both the teacher and paraeducator should use the following guidelines:

- Target some questions to particular students and “open the floor” to other questions;
- Use open-ended questions whenever possible;
- Use wait time before taking answers;
- When appropriate, allow students the opportunity to talk with thinking partners before giving answers;
- Encourage students to build on one another's answers;
- Require students to explain and defend their answers.

Sheltered English Instruction. Sheltered English instruction is an instructional approach that engages English language learners (ELLs) above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers and paraeducators use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Content and language objectives are clear in each lesson. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.^{vii}

Encouraging comments . . .

Routman provides the following examples of comments that may encourage a student:

- I like the way you tried to help yourself.
- Good for you. I saw you checking the word with the picture to see if you were right.
- I like the way you worked out the hard part.
- I noticed you tried....when you had trouble. Good for you. That's what good readers do.

The paraeducator's attitude toward reading is as important as the decision of which approach to use with a student. The idea of reading needs to be presented as something that is enjoyable, satisfying, and rewarding. In this instance, the paraeducator becomes the reader's voice, the listener, and the author; he or she demonstrates to children how they can also assume the three roles with enthusiasm (Mooney, 1990). The paraeducator's role in assisting the student in developing good reading and writing habits may be the student's motivating factor in wanting to learn. Therefore, it is important to acknowledge what the child knows, the strategies used by the child when reading, and praising and building the self-esteem and confidence of the student, especially in utilization of strategies in reading (Routman, 1994).

WRITING SKILLS – INSTRUCTIONAL SUPPORT

An important communication tool is the written message. Thoughts, ideas and important information are generally put into a written format in order to preserve them. Writing is something that is incorporated in all content areas through the use of symbols, letters and words.

Paraeducators may find themselves working with a range of students who are just learning the concepts of writing to those who are distinguished writers. While there are varying approaches to enhance a student's mastery of writing, the paraeducator must have the ability to perform writing tasks or learn new strategies to improve the quality of services provided to students. Although the paraeducator will rely upon the supervising teacher to develop a classroom system, the paraeducator may also need to use some (or all) of the following strategies during the school year with individual or small groups of students.

A modeling strategy that may be used at any grade level is writing aloud. This technique gets the students' attention and demonstrates various aspects of writing at the same time. The paraeducator writes in front of the students while verbalizing what he or she is thinking and writing. Students observe the paraeducator in the act of writing while the paraeducator explicitly talks through the process – covering the components of thinking, format, spacing, layout, spelling, punctuation, handwriting, and vocabulary. This approach may take many formats; however, it is known to increase student interest and motivation in writing as well as improve the quality of writing. (Routman, 1994)

A second approach to writing is the "Morning Message." Generally written by the teacher to the students, the message may provide details of the day's events, classroom news about topics of study, or even events that have happened or about to happen in a teacher's life. This gives the students an opportunity to problem-solve and figure out the answers instead of the explanation and answers being given to them. (Routman, 1994)

Morning Message . . .

The message may be tied to writing activities through questions about the conventions of writing such as the following:

- Why did I capitalize.....?
- Why did I begin a new paragraph here?
- Why did I use a comma....?

Another approach to writing is the shared writing method. This approach places the paraeducator and the student(s) composing written work collaboratively, with the paraeducator serving as a scribe and expert.

SAMPLE INSTRUCTIONAL STRATEGIES QUESTIONS

The following are examples of questions that might be asked on the Kentucky Paraeducator Assessment related to Paraeducator Roles and Responsibilities and Instructional Strategies. An explanation is given for each question.

Select the **best** answer for each of the following questions.

1. General job descriptions convey the paraeducator's primary responsibility is to
 - A. provide instructional or other support services to students.
 - B. maintain a position that requires them to be solely responsible for an entire classroom.
 - C. work under the supervision of a certified/licensed staff member who is responsible for the design, implementation, assessment, and evaluation of student progress and instructional programs.
 - D. **both A and C**

The paraeducator is responsible for **assisting** the teacher and should **not** be put in a position that requires the paraeducator to be solely responsible for an entire classroom. The **best** answer for question 1 is **Choice D** since it covers both A and C.

2. Which of these are ways we communicate with others?
 - A. speaking with one another
 - B. body language
 - C. written messages
 - D. **all of the above**

The paraeducator should keep in mind how he or she communicates with others throughout the day. Since a paraeducator may use all three methods in a day, **Choice D** is the correct response.

3. Culturally responsive teaching focuses on
 - A. Assessment.
 - B. Title I.
 - C. **students' backgrounds.**
 - D. writing across the curriculum.

Students' backgrounds are used to inform and design instruction that meets individual student academic and behavioral needs. Therefore, **Choice C** is correct.

4. Approximately _____% of all students will respond with success to core instruction.
 - A. 5%
 - B. **80%**
 - C. 15%
 - D. 75%

Choice B is correct based on the System of Intervention Pyramid.

9. Josh is learning how to better control his temper. Nancy, the paraeducator who assists in Josh's room has been using different techniques developed by the teacher to assist Josh with anger management. She notices Andrew trying to start an argument with Josh, who is trying to remember how to not respond in anger. What should be her response?
- A. separate Josh and Andrew and reprimand both of them
 - B. separate Josh and Andrew and only speak to Andrew about his behavior
 - C. separate Josh and Andrew, reprimand Andrew for his behavior, and provide reinforcement to Josh for not acting out in anger
 - D. let Josh and Andrew work out their disagreement

Choice C is the most appropriate response. Not only is Andrew reprimanded appropriately, but Josh is given some necessary reinforcement in his response to the situation.

10. Sheltered instruction is a strategy used in a differentiated classroom to assist
- A. students with autism.
 - B. English language learners.
 - C. students in learning technology.
 - D. none of the above

According to information provided in the section on differentiated instructional strategies, sheltered instruction assists English language learners. Therefore, Choice B is the correct response.

KEY TERMS IN LITERACY

This appendix contains a glossary of literacy terms that you should be familiar with as a paraeducator. The terms may assist you in preparing for the KPA.

- **analogy** – comparison of two or more similar objects so as to suggest that if they are alike in certain respects, they will probably be alike in other ways as well
- **argumentation** – writing or speaking in which reasons or arguments are presented in a logical way
- **association** – connection between words to help explain the meaning
- **audience** – those people who read or hear what you have written
- **body** – paragraphs between introduction and conclusion that develop the main idea(s) of writing
- **cause and effect** – connections between events and their causes
- **central idea** – main point or purpose, often stated in thesis statement or topic sentence
- **character** – a person in a story or poem
- **characterization** – method an author uses to reveal or describe his characters and their various personalities
- **classify** – places persons or things together in a group because they are alike or similar
- **climax** – the high point or turning point in a work, usually the most intense point
- **coherence** – arrangement of ideas in such a way that the reader can easily follow from one point to the next
- **compare and contrast** – brings both points of similarity and differences
- **conclusion** – judgment or opinion based on information an author provides
- **conflict** – “problem” of a story which triggers the action
- **connotation** – all the emotions or feelings a word can arouse, such as the negative or bad feeling associated with the word *hate* or the positive or good feeling associated with the word *love*
- **context** – environment of a word; that is, the words, sentences, and paragraphs which surround a particular word and help to determine or deepen its meaning
- **criticize** – point out the good points and the bad points of a situation or idea
- **define** – give a clear, concise meaning for a term; generally consists of identifying the class to which a term belongs and how it differs from other things in that class
- **denotation** – literal or dictionary meaning of a word
- **describe** – recount, sketch, or relate something in sequence or story form
- **discuss** – examine and talk about an issue from all sides
- **emphasis** – placing greater stress on the most important idea in a piece of writing by giving it special treatment; emphasis can be achieved by placing the important idea in a special position, by repeating a key word or phrase, or by simply writing more about this idea than the others
- **evaluate** – make a value judgment, a statement of negative and/or positive worth
- **explain** – to make clear, to analyze, and to clarify; implies more of an emphasis on cause-effect relationships or step-by-step sequences
- **figurative language** – imaginative words and phrases that create a vivid image; language which cannot be taken literally since it was written to create a special effect or feeling
- **figure of speech** – literary device used to create a special meaning through emotional use of words
 - hyperbole – exaggeration or overstatement

- **preposition** – word used before noun; a member of a set of words used in close connection with, and usually before, nouns and pronouns to show their relation to another part of a clause, e.g., *in, on, off, to, under*
Example of a preposition used in a sentence: The boy fell *off* his bike, but he was not hurt.
- **conjunction** – connecting word; a word that is used to link sentences, clauses, phrases, or words, e.g. *and, but, if*
Example of a conjunction used in a sentence: The boy fell off his bike, *but* he was not hurt.
- **interjection** – exclamation expressing emotion; a sound, word, or phrase that expresses a strong emotion such as pain or surprise but otherwise has no meaning, e.g. *wow*
Example of an interjection used in a sentence: *Gosh*, that dog looks hungry.
- **persuasion** – writing that is meant to change the way the reader thinks or acts
- **point of view** – perspective of the narrator; the vantage point from which the story is told:
 - first-person point of view – the story is told by one of the characters and will include the pronoun *I*
 - third-person point of view – the story is told by someone outside the story and will include the pronoun, *he, she, or they*
- **prove** – give evidence, to present facts, to use logic as a base for clear, forthright argumentation
- **purpose** – specific reason a person has for writing; the goal of writing
- **relate** – show how two or more things are connected or similar
- **setting** – time and place in which the action of a literary work occurs
- **state** – to say; to present a brief, concise statement of a position, fact, or point of view
- **structure** – form or organization a writer uses for his literary work
- **style** – how the author writes, rather than what the author writes
- **subjective** – thinking or writing that includes personal feelings, attitudes, and opinions
- **summarize** – present the main points of an issue in condensed, shortened form; details, illustrations, and examples are not given
- **supporting idea** – a fact that provides more information about a main idea
- **symbol** – something used to represent something else
- **symbolism** – figurative language in which an object, person, or event represents a larger, more abstract idea
- **synonym** – one of two or more words or expressions that have the same or similar meaning
- **theme** – central idea in a piece of writing (lengthy writings may have several themes); a term used to describe a short essay
- **time order** – explaining the order of events
- **tone** – attitude or feeling that a piece of writing conveys; the attitude of the author toward his audience and characters; a writer's tone can be serious, sarcastic, tongue-in-cheek, solemn, objective, etc.
- **transitions** – words or phrases that help the ideas together

MATHEMATICAL GLOSSARY & REVIEW

This appendix contains a glossary of mathematical topics, terms, phrases and symbols that you should be familiar with as a paraeducator. The terms may assist you in preparing for the KPA.

Acute Angle – an angle that has less than 90 degrees

Adding Decimal Numbers – add a collection of decimal numbers

1. Write the decimal numbers in a column with the decimal points vertically aligned.
2. Add enough zeroes to the right of the decimal point so that every number has a place holder in each column to the right of the decimal point.
3. Add the numbers the same way as whole numbers.
4. Place a decimal point in the sum so that it is directly beneath the decimal points in the decimal numbers added.

Adding Fractions – with fractions that have the same denominator, the denominator is known as the *common denominator*

Add the numerators, and use this sum as the new numerator, retaining the common denominator as the denominator of the new fraction. Simplify the new fraction to lowest terms using the technique outlined in **Simplifying Fractions to Lowest Terms**.

If the fractions do not have the same denominator, you must find a common denominator. One method is to multiply the denominators together. Once you have found a common denominator, then express each fraction as an equivalent fraction with the common denominator, and add as you did when the fractions had the same denominator.

$$\begin{aligned}
 \text{Example: } & \frac{1}{2} + \frac{1}{3} + \frac{3}{8} = \\
 & 2 \cdot 3 \cdot 8 = 48 \\
 & \frac{1}{2} = \frac{24}{48} \\
 & \frac{1}{3} = \frac{16}{48} \\
 & \frac{3}{8} = \frac{18}{48} \\
 & \frac{24}{48} + \frac{16}{48} + \frac{18}{48} = \frac{58}{48} = \frac{29}{24} = 1 \frac{5}{24}
 \end{aligned}$$

Adding Signed Numbers – three different cases of adding signed numbers

Case I: Adding *Same Signed* numbers:

1. The sign of the sum is the same as the sign of the numbers being added.
2. Add the absolute values (the distance of the number from 0).
3. Put the sign from Step 1 in front of the number you obtained in Step 2.

Case II: Adding two numbers with *Different Signs*:

1. The sign of the sum is the sign of the number that is largest in absolute value.
2. Subtract the absolute value of the number with the smaller absolute value from the absolute value of the number with the larger absolute value.
3. The answer is the number you obtained in Step 2 preceded by the sign from Step 1.

Case III: Adding more than two numbers with *Different Signs*:

1. Add all the positive numbers; the result is positive (as in Case I).
2. Add all the negative numbers; the result is negative (as in Case I).
3. Add the result of Step 1 to the result of Step 2 by using Case II.

Denominator – the bottom number of a fraction that tells you how many equal parts there are in the whole

Dilation (Reducing or Enlarging) – moving a geometric figure by reducing or enlarging

Distance Problems – basic formula to determine distance: Distance Traveled = Rate · Time

The distance an object travels is the product of its average speed, or rate, and the time it is traveling. This formula can be readily converted to express time in terms of distance and rate by dividing each side by Rate: Time = Distance / Rate

It can also be converted to determine Rate by dividing Distance by Time: Rate = Distance / Time

Dividing Decimals – divide one decimal, known as the dividend, by another decimal, known as the divisor

Example: $2.4 \div 0.3$

1. Move the decimal point in the divisor to the right until there is no decimal fraction in the divisor.

$$\begin{array}{r} 2.4 \\ \underline{3} \end{array} \div 3$$

2. Move the decimal point in the dividend the same number of places to the right as you moved the decimal in Step 1.

$$24 \div 3$$

3. Divide the result of Step 2 by the result of Step 1 as if they were whole numbers.

$$24 \div 3 = 8$$

4. The number of decimal points in the result, also known as the quotient, should be equal to the number of decimal places in the result of Step 2.

Dividing Fractions – divide one fraction, known as the dividend, by another fraction, known as the divisor

Invert the divisor and multiply (to invert a fraction, turn it upside down).

Example: $\frac{3}{8} \div \frac{4}{3}$ would become $\frac{4}{3}$. Use the following steps to assist in dividing fractions:

Step 1: Invert (turn upside down) the second fraction in the problem. Convert to a multiplication problem.

$$\frac{3}{8} \div \frac{4}{3} = \frac{3}{8} \cdot \frac{4}{3}$$

Step 2: Multiply the numerators and the denominators.

$$\frac{3}{8} \cdot \frac{4}{3} = \frac{12}{24}$$

Step 4: Simplify, if necessary.

$$\frac{12}{24} = \frac{1}{2}$$

Even Number – any integer divisible by 2; that is, 0, ± 2 , ± 4 , ± 6 , ± 8 . . .

Exponent – in the expression x^n (read: x to the nth power), n is the exponent

The exponent tells how many times to use the base number as a factor.

Example: $3^5 = 3 \cdot 3 \cdot 3 \cdot 3 \cdot 3$

Factor – a factor of an integer is a divisor of that integer

Example: 1, 3, 5, and 15 are factors of 15, but 2 is not a factor of 15 (-1, -3, -5, and -15 are, however, factors of 15). Zero is not a factor of any integer.

Multiple – the product of an integer and another integer

Some multiples of 4 are -8, -4, 0, 4, 8, 12, and 16, but 2 is not a multiple of 4 (2 is, however, a factor of 4).

Multiplying Decimal Numbers – multiple decimal numbers like whole numbers

The decimal point of the product is placed so that the number of decimal places in the product is equal to the total number of decimal places in all of the numbers multiplied.

Multiplying Fractions – multiply the numerators to form the numerator of the product; multiply the denominators to form the denominator of the product

Example: Nathan contributes $\frac{1}{10}$ of \$950 to his favorite charity on a monthly basis. How much does Nathan contribute?

$$\frac{1}{10} \cdot \frac{950}{1} = \frac{950}{10} = \$95$$

Multiplying Numbers Expressed in Scientific Notation – multiply numbers expressed in scientific notation using the steps below

In scientific notation, a positive number is written as the product of a number greater than or equal to 1 and less than 10 and an integer power of 10.

Example: $(4.1 \times 10^{-2})(3.8 \times 10^4)$

Step 1: Multiply the non-exponential terms in the usual way.

$$(4.1 \cdot 3.8) = 15.58$$

Step 2: Multiply the exponential terms by adding their exponents.

$$(10^{-2} \cdot 10^4) = 10^2$$

Step 3: Write your answers to Steps 1 and 2 in an equation:

$$(15.58)(10^2) = 15.58 \times 10^2$$

Step 4: Express your result in a scientific notation by moving your decimal point one place to the left and add one to the exponent, resulting in:

$$1.558 \times 10^3$$

Multiplying Signed Numbers – two different cases when multiplying signed numbers.

Case I: Multiplying two numbers:

1. Multiply the absolute values of the numbers.
2. If both numbers have the same sign, the result of Step 1 is the answer and the product is positive. If the numbers have different signs, the result of Step 1 becomes negative.

Case II: Multiplying more than two numbers:

1. Multiply the first two factors using Case I.
2. Multiply the result of Step 1 by the third factor.
3. Multiply the result of Step 2 by the fourth factor.
4. Continue until you have used each factor.

Negative Integers – the numbers -1, -2, -3, -4 . . .

Numerator – the top number of a fraction that tells you how many parts you have

Obtuse Angle – an angle that is greater than 90 degrees

Odd Numbers – the numbers $\pm 1, \pm 3, \pm 5, \pm 7 \dots$

Step 1: Starting at the “imaginary” decimal point to the right of the last zero, move the decimal point until only one digit remains to the left.

96,000,000 becomes 9.6

Step 2: Count the number of places the decimal was moved left. It is 7 places, which is expressed as:

10^7

Step 3: Express the full answer in scientific notation this way:

$96,000,000 = 9.6 \times 10^7$

To convert a very small number, use the following steps:

Example: .000075

Step 1: Move the decimal point to the right until there is one digit other than zero to the left of the decimal.

.000075 becomes 7.5

Step 2: Count the number of places the decimal was moved right. It is 5, which is expressed using a negative sign with the exponent:

10^{-5}

Step 3: Express the full answer in scientific notation this way:

$.000075 = 7.5 \times 10^{-5}$

Signed Number – a number preceded by either a plus or minus sign

If a sign (+ or -) is not given, the plus sign is assumed.

Simplify a Fraction to Lowest Terms – a fraction is reduced to lowest terms when the numerator and denominator have no common factors

Example: $\frac{1}{2}$ is reduced to lowest terms, but $\frac{2}{4}$ is not because 2 is a common factor of 2 and 4.

Simplifying Algebraic Expressions – two general methods for simplifying algebraic expressions

Case I: Simplifying expressions without parentheses:

1. Perform any multiplications or divisions before performing additions or subtractions. The expression $6x + y / x$ means add $6x$ to the quotient of y divided by x .
2. The order in which you multiply numbers and letters in a term does not matter, so $6xy$ is the same as $6yx$.
3. The order in which you add terms does not matter; for example: $6x - 2y - x = 6x - x + 2y$.
4. If there are roots or powers in any terms, you may be able to simplify the term by using the laws of exponents (see Exponents of this section). Example: $5xy \cdot 3x^2y = 15x^3y^2$
5. Combine like terms. Like terms are terms that have exactly the same letters raised to the same powers. In combining like terms, you simply add or subtract the coefficients of the like terms and the result is the coefficient of that term in the simplified expression.

Case II: Simplifying expressions with parentheses:

1. Perform the operations inside the parentheses before doing the others.
2. Use the distributive law to remove the parentheses.
3. Proceed with the steps found in Case I to determine the answer.

Subtracting Decimal Numbers – subtract one decimal number from another

1. Put the decimal numbers in a column so that the decimal points are vertically aligned.
2. Add zeros so that every decimal has a place holder in each column to the right of the decimal point.
3. Subtract the numbers as you would whole numbers.

APPENDIX C

ACRONYMS

&

GLOSSARY

N

NAEP National Assessment of Education Progress
NBCT National Board Certified Teacher
NCLB No Child Left Behind
NELB Non-English Language Background

P

PAC Parent's Advisory Council
PL/VS Practical Living/Vocational Studies
PRAXIS I, II, III A Series of Content Area Teacher Exams

S

SBDM School Based Decision Making
SEEK Support Education Excellence in Kentucky
SISI Standards and Indicators for School Improvement
STI Software Technology Incorporated
STLP Student Technology Leadership Program

T

TRT Technology Resource Teachers
TSA Technology Student Association

U

UDL Universal Design for Learning
USDOE United States Department of Education

Kentucky Department of Education GLOSSARY

A

ACT Assessment—a common college admissions test
ADA (Average Daily Attendance) – the average of a set number of months' attendance, used to determine funding
Alternative schools—schools that serve students who are not succeeding in the traditional public school environment due to academic problems, learning disabilities or behavioral problems
Assessment—an exercise—such as a written test, portfolio, or experiment—that seeks to measure a student's skills or knowledge in a subject area
At-risk—a student with socioeconomic challenges that place him or her at a disadvantage in achieving academic, social, or career goals
Authentic assessment—assessment that is authentically connected to instruction

B

Basic skills—the traditional building blocks of a curriculum that are most commonly associated with explicit instruction in early elementary language arts and mathematics, including teaching the letters of the alphabet, how to sound out words, spelling, grammar, counting, adding, subtracting and multiplying
Block scheduling—rearranging time within the six-hour instructional day

C

CATS (Commonwealth Accountability Testing System)—the state's assessment and accountability system, mandated by the 1998 General Assembly
Continuous progress—a student's unique progression through the primary program at his or her own rate without being compared to others in the program and without links to age or number of years in school
Cooperative learning—a method of instruction that encourages students to work in small groups, learning material then presenting what they have learned to other small groups

CATS improvement goals; advise school staffs on developing, implementing and monitoring the school improvement plan and expenditure of monies from the Commonwealth School Improvement Fund; and build capacity among school staffs.

I

IEP—Individual Education Program, a process that outlines educational goals and recommendations, primarily for students with special needs

IGP—Individual Graduation Plan, a process that outlines the unique set of steps to graduation for individual students

Inclusion—the practice—sometimes called “full inclusion”—of educating children with disabilities alongside their non-disabled peers, often in a regular classroom. The Individuals with Disabilities Education Act (IDEA) requires that disabled children be educated in the “least restrictive environment” possible.

K

KERA (Kentucky Education Reform Act)—the systemic overhaul of the state’s K-12 public education system, passed in 1990

KETS (Kentucky Education Technology System)—the statewide technology network that links schools, districts, government agencies, state libraries, the Internet and other resources

KIRIS (Kentucky Instructional Results Information System)—the statewide assessment and accountability system from 1990 to 1998

L

LEP—Limited English Proficiency, which describes students who come from a non-English language background and who have limited knowledge of English; federal legislation defines students with limited English proficiency*as children who

- Are aged 3 through 21;
- Are enrolled or preparing to enroll in an elementary school or secondary school;
- Were not born in the United States or who native language is a language other than English;
- Are a Native American or Alaska Native, or a native resident of the outlying areas, and come from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency’ or
- Are migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and
- Have difficulties in speaking, reading, writing, or understanding the English language that may be sufficient to deny the individual-
 - The ability to meet the state’s proficient level of achievement on state assessments;
 - The ability to successfully achieve in classrooms where the language of instruction is English; or
 - The opportunity to participate fully in society.

(*The term ‘limited English proficient’ has been defined in Title IX of the Elementary & Secondary Education Act as reauthorized by the No Child Left Behind Act under the General Provisions Part)

S

SAT—Scholastic Achievement Test, which many colleges and universities require for admission

School-based decision making—a system of governance at each school composed of the principal, three teachers and two parents who make decisions regarding the day-to-day running of the school, including calendars, instructional materials, hiring of the principal, extracurricular programs and other items

School-to-Work—a system of school-based learning, work-based learning and connecting activities that is created by partnerships between education, employers, government and economic development agencies

SEEK (Support Education Excellence in Kentucky)—the state's school funding program, which provides money to schools through state and local taxes

Service learning—programs in which students perform community service to develop knowledge, skills and citizenship values

Standards—subject-matter benchmarks to measure students' academic achievement

T

Title I—the nation's largest federal education program that provides supplemental educational funds to schools with disadvantaged children (Title I, Part A)

Title III—federal program under ESEA for language and academic instruction of limited English proficient (LEP) and immigrant students

Title IX—bars gender discrimination in education facilities that receive federal funds

Title VII—a federal program to make limited-English-proficient students proficient in the English language

Y

Year-round scheduling—also known as alternative calendar scheduling, this program rearranges the traditional school calendar to provide college-semester-like breaks every nine weeks of school. Students do not actually attend school for more days than in a traditional calendar.

ENGLISH LANGUAGE LEARNERS

This appendix contains information about English language learners (ELLs) that may assist you as a paraeducator. The information will **not** be covered on the KPA.

COMMON MYTHS ABOUT ELLS AND LANGUAGE LEARNING

Myth 1: Learning two languages during the early childhood years will overwhelm, confuse and/or delay a child's acquisition of English.

No, sometimes preschoolers insert their home language into their English sentence or they may go back and forth between the languages in conversations with their peers. This "code switching" is not a sign that they are confused. Children may switch between languages because they feel that a word in one language better fits their communication needs or because they don't yet have the exact word in the new language.

Learning a language is a huge task; however, many young children throughout the world learn more than one language. Our brains are wired for language. Recent brain research has shown that learning two languages during early years is doable. Children are able to separate out each language and distinguish which context to use each language. In fact, there is increased brain activity related to language processing with dual language learners. Speaking more than one language does not delay learning English when both languages have support (Espinosa, 2008).

Myth 2: Total English immersion in preschool and kindergarten is the best way for young English language learners to learn English.

While this may be true for older students and adults who have mastered the fundamentals of language, this isn't true for younger students. Research has shown that young children in English immersion programs who have not yet mastered the elements of their first language struggle. This "sink or swim" strategy has been shown to have a negative effect upon children's English fluency and academic achievement. Also, children may lose their ability to communicate in their first language, posing communication problems with their families with negative cultural effects. One example of this is children who learn English in one generation and refuse to speak their home language, which could result in their not being able to communicate with family members.

Myth 3: ELLs are so-called "border crossers."

More than half of children in schools identified as ELLs were born in the United States. Currently children defined as second-generation students, or those children born in the United States to at least one immigrant parent, make up approximately 23% of the children in the US. (Flannery, 2009).

Myth 4: Immigrants don't want to learn English.

Even though some immigrants may lack education, they may also lack the opportunity to go back to school to advance their education. Some immigrants are wary of the educational system in the United States, especially if they do not have legal status as immigrants and do not want to accept services. Others may be working long hours and are not able to attend classes offered by the community (Flannery, 2009).

Myth 5: You can't get families involved in their children's education.

Many of the families value education for their children, which is why many of them relocated to the United States. They may have cultural differences, such as the belief that their job at home is to make sure the children are fed, clothed and have good manners. Some cultures believe the role of the teacher is to educate the children, and they do not want to interfere with the teacher's role. Many families are uncomfortable when teachers express the idea of becoming partners in their child's education. Also, it's

Individualized accommodations used for state testing must be implemented throughout the instructional year and evaluated for appropriateness or revision at least once a year, using the annual *ACCESS* results.

3. What is the W-APT assessment and when is it administered?

The *WIDA ACCESS Placement Test (W-APT)* is the screener that is based upon the *ACCESS* for ELLs. Its purposes include the following:

- a. to identify students who may be a candidates for English as a Second Language (ESL) and/or bilingual services;
- b. to determine the academic English language proficiency levels of students new to a school or to the U.S school system in order to determine appropriate levels and amount of instructional services; and
- c. to accurately assign students identified as ELLs to one of the tiers for *ACCESS* for ELLs.

4. What is the *ACCESS* for ELLs™ assessment, who administers it and what is done with the results?

Assessing Comprehension and Communication in English State-to-State (*ACCESS*) for ELLs™ is an English language assessment tied to the state's English language proficiency standards. For Title III accountability, *ACCESS* for ELLs measures annual progress in English language proficiency. The District Assessment Coordinator (DAC) in each district is responsible for coordinating the *ACCESS* test administration. Test administrators must be trained by completing an online course and quizzes to be considered eligible to administer the test. Some districts employ paraeducators to administer *ACCESS*, in addition to teachers, counselors and other qualified personnel. One of the *ACCESS* reports that schools receive is the **Teacher Report**. Paraeducators working with ELLs should use this report along with other information in the Program Services Plan (PSP) to assist them in ELL instruction.

5. What is a Program Services Plan for LEP students?

In Kentucky an individual Program Services Plan (PSP) is required for all students identified as having limited English proficiency. The plan indicates the student's level of English proficiency, the level of academic achievement, the method of instruction, how the instructional program will address the student's English language development and academic progress and the expected rate for the student's exit from LEP status.

6. What are the WIDA English language proficiency standards and how are they used?

The World-Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards for English Language Learners in Kindergarten through 12th Grade* serve as Kentucky's ESEA-required English language proficiency standards. These standards will act as a companion document to *The Program of Studies for Kentucky Schools Primary – 12 (2006)* in guiding instruction for Kentucky's English Language Learners (ELLs).

The WIDA standards will help paraeducators understand what to expect ELLs to be able to do in listening, speaking, reading and writing based on their English proficiency level. There are six levels of proficiency with performance expectations for each level in social and instructional English, language arts, mathematics, science and social studies. The 2007 edition of the WIDA ELP Standards is available on line at <http://wida.wceruw.org/standards/elp.aspx>.

7. Where can I find more information about the education of ELLs in Kentucky?

Information about serving the educational needs of ELLs in Kentucky is available on the KDE website at the following English Language Learning link:

<http://www.education.ky.gov/KDE/Instructional+Resources/High+School/Language+Learning/English+Language+Learning/default.htm>.

STUDENTS WITH SPECIAL NEEDS

This appendix contains information about students with special needs that may assist you as a paraeducator. The information will **not** be covered on the KPA.

DEFINITIONS

"Child with a disability" means a child evaluated in accordance with 707 KAR 1:300, as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

"Special education" means specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability including instruction in the classroom, in the home, in hospitals and institutions, and in other settings. Special education means speech-language pathology services, (if the service is considered special education rather than a related service), travel training, and vocational education.

"Specially-designed instruction" means adapting as appropriate the content, methodology, or delivery of instruction to address the unique needs of the child with a disability and to ensure access of the child to the general curriculum included in Kentucky's Program of Studies, 704 KAR 3:303.

DISABILITY CATEGORIES

Kentucky has 13 disability categories children can be found eligible for:

1. **"Autism"** means a developmental disability significantly affecting and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional-behavior disability.
2. **"Deaf-blindness"** means hearing and visual impairments that have an adverse effect on the child's education performance, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs solely for children with deafness or children with blindness, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.
3. **"Developmental delay" or "DD"** means that a child within the ages of three through eight has not acquired skills, or achieved commensurate with recognized performance expectations for his age in one or more of the following developmental areas: cognition, communication, motor development, social-emotional development, or self-help-adaptive behavior. Developmental delay includes a child who demonstrates a measurable, verifiable discrepancy between expected performance for the child's chronological age and current level of performance.
4. **"Emotional-behavioral disability" or "EBD"** means that a child, when provided with interventions to meet instructional and social-emotional needs, continues to exhibit one or more of the following, when compared to the child's peer and cultural reference groups, across settings, over a long period of time and to a marked degree:

9. **"Other health impairment " or "OHI"** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that
- is due to a chronic or acute health problem, such as acquired immune deficiency syndrome, asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette's syndrome, or tuberculosis; and
 - adversely affects a child's educational performance.
10. **"Specific learning disability" or "LD"** means a disorder that adversely affects the ability to acquire, comprehend, or apply reading, mathematical, writing, reasoning, listening, or speaking skills to the extent that specially designed instruction is required to benefit from education. The specific learning disability (LD) may include dyslexia, dyscalculia, dysgraphia, developmental aphasia, and perceptual/motor disabilities. The term does not include deficits that are the result of other primary determinant or disabling factors such as vision, hearing, motor impairment, mental disability, emotional-behavioral disability, environmental or economic disadvantaged, cultural factors, limited English proficiency, or lack of relevant research-based instruction in the deficit area.
11. **"Speech or language impairment"** means a communication disorder, including stuttering, impaired articulation, a language impairment, a voice impairment, delayed acquisition of language, or an absence of language, that adversely affects a child's educational performance.
12. **"Traumatic brain injury" or "TBI"** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury does not mean brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. Traumatic brain injury means open or closed head injuries resulting in impairments in one or more areas, including the following:
- | | | |
|--------------|---------------------------|---------------------------|
| a. cognition | f. abstract thinking | j. psychosocial behavior |
| b. language | g. judgment | k. physical functions |
| c. memory | h. problem-solving | l. information processing |
| d. attention | i. sensory, perceptual, & | m. speech |
| e. reasoning | motor abilities | |
13. **"Visual impairment" or "VI"** means a vision loss, even with correction that
- requires specialized materials, instruction in orientation and mobility, Braille, visual efficiency, or tactile exploration;
 - has an adverse effect on the child's educational performance; and
 - meets the following:
 - The child has visual acuity with prescribed lenses that is 20/70 or worse in the better eye; or
 - The child has visual acuity that is better than 20/70 and the child has one of the following conditions:
 - medically-diagnosed progressive loss of vision; A visual field of twenty degrees or worse;
 - medically-diagnosed condition of cortical blindness; or
 - functional vision loss.

