

Instructional Assistance Assessment Preparation Guide

This study guide will give you an overview of the topics covered on the Instructional Assistance Assessment. In addition, it will provide you with a description of the content, sample questions for each section of the test, and information about additional resources and testing tips that may assist you in preparing for these assessments.

Instructional Assistance Assessment Topics:

The Instructional Assistance Assessment is a knowledge based test covering the following areas: (1) Instruction Fundamentals and Communication, (2) Classroom and Behavior Management, (3) Student Observation and Assessment, (4) Diversity/Special Education, and (5) Legal and Ethical Standards.

Instructional Assistance Test

1) Instruction

a) Fundamentals

- i) *Description of Content:* Questions pertaining to fundamentals of instruction assess the candidate's ability to determine how to instruct and how students learn.

- ii) *Sample Question:*
The primary benefit of using varied teaching methods (e.g., visual aids, manipulatives, etc.) when presenting a lesson is that it
 - A) allows students with different learning styles to acquire the information.*
 - B) reduces the likelihood that students will lose interest in the material.
 - C) requires the teacher to remain up-to-date on different instructional approaches.
 - D) increases the retention of information in short-term memory.

The correct answer is A. The primary benefit of using varied teaching methods is that the lesson will resonate with students who have different learning styles.

b) Communication

- i) *Description of Content:* Questions pertaining to instructional communication assess the candidate's ability to choose effective communication techniques that facilitate the instructional process.

- ii) *Sample Question:*
The most effective way to determine if students understand a given concept is to
 - A) ask them to provide a summary of the concept.*
 - B) look for non-verbal cues from the student.
 - C) ask them if they understand the concept.
 - D) ask them to repeat, verbatim, the information that you presented.

The correct answer is A. A student must process and comprehend what has been communicated in order to provide a summarization.

2) Classroom and Behavior Management

- i) *Description of Content:* Questions pertaining to classroom and behavior management assess the candidate's ability to develop strategies to manage student behavior and create a classroom environment conducive to learning.

- ii) *Sample Question:*
Which of the following would likely reduce classroom disruption that is caused by students who frequently turn in late assignments?
 - A) Establish a special collection box for these students.
 - B) Abstain from starting your next lesson until all students have completed their assignment.
 - C) Establish a place where students can drop-off their homework upon entering the classroom.*
 - D) Personally collect each student's homework at the beginning of class.

The correct answer is C. Answers A and B would disrupt the classroom routine while singling out students who failed to complete the homework. Answer D would also disrupt classroom routine.

3) Student Observation and Assessment

- i) *Description of Content:* Questions pertaining to student observation and assessment relate to the candidate's ability to note and measure observable behavioral changes that indicate a student's understanding of, and ability to apply, concepts, skills, and strategies.
- ii) *Sample Question:*
From a teaching perspective, the primary benefit of student assessment is that it
 - A) shows students that their efforts are directly related to classroom performance.
 - B) gives administrators a basis for rewarding or disciplining teachers.
 - C) keeps parents up-to-date on student performance, and reduces the likelihood of parental complaints.
 - D) allows teachers to adjust instruction to ensure effective teaching.*

The correct answer is D. Assessing student performance in the classroom provides a basis for determining if current instructional methods are resulting in learning. If students are not learning satisfactorily, instruction may be adjusted to improve student progress.

4) Diversity/Special Education

- i) *Description of Content:* Questions pertaining to diversity/special education assess the candidate's ability to design instruction to meet the unique needs of students from varying cultural backgrounds, or with exceptional needs, which cannot be met by modification of the original instructional program.
- ii) *Sample Question:*
LEP stands for
 - A) Limited English Proficiency.*
 - B) Legacy Enterprise Program.
 - C) Least Exhaustive Prohibition.
 - D) Local Education Program.

The correct answer is A.

5) Legal and Ethical Standards

- i) *Description of Content:* Questions pertaining to legal and ethical standards assess the candidate's awareness of District policies and procedures, state and federal laws, and ethical standards pertaining to instruction.
- ii) *Sample Question:*
In the event that an aide is asked to disclose information about a student, s/he should
 - A) only provide information as required by federal law.
 - B) only disclose information that is relevant for the person to know.
 - C) supply all information s/he knows about the student.
 - D) say nothing, and refer the questions to the supervising teacher.*

The correct answer is D. Classroom aides should refer all questions regarding students to the supervising teacher.

Helpful Testing Tips

Having a comprehensive understanding of the content covered on a test is essential to performing well, but there are other things you can do to prepare for a test. Below are a few general testing tips that can help you improve your performance on a test:

- Get enough sleep the night before the testing session, so you will feel rested and able to do your best.
- Arrive at the testing location well in advance of the scheduled start time. This will allow you to relax, stay calm, and concentrate on doing your best.
- If you freeze and a question stumps you, don't worry. Mark it and go on to the next question. You can always go back to it later.
- Listen closely to the proctor's instructions to know what's expected of you.
- If you finish the test early, take time to review your responses.

Test Preparation Resources

There are many resources that you can use as you begin preparing for the test. Your local library and/or bookstore may have books and materials that address the topics covered on the Instructional Assistance tests. In addition, the internet is another valuable source of information. There are numerous websites that contain facts about a variety of specific and general topics. A few of the websites that may help prepare you for the Instructional Assistance Assessment are provided below.

Online Resources

Instruction Fundamentals & Communication

<http://www.flashcardmachine.com/fundamentals-of-instruction.html>

Classroom Behavior Management

<http://www.teach-nology.com/ideas/behavior/>

http://www.ncsu.edu/ehs/risk_assessment/FacultyBrochureClassroom%20Management1Dec.pdf

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

Student Observation and Assessment

<http://fcit.usf.edu/assessment/classroom/interactb.html>

Diversity/Special Education

<http://www.diversityweb.org/Digest/w99/multidimensional.html>

<http://fod.msu.edu/oir/Diversity/inclusive-teaching.asp>

http://www.k8accesscenter.org/documents/Instructional%20Methods%20and%20Practices_3-16.pdf

http://www.k8accesscenter.org/training_resources/aligningieps.asp

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED271623&ERICExtSearch_SearchType_0=no&accno=ED271623

Legal and Ethical Standards

<http://www.hg.org/edu.html>

<http://www.cde.ca.gov/re/lr/>

<http://www.nea.org/home/30442.htm>