

ASES DAATA Teacher Survey

Introduction

The Survey: Collaborating states are conducting this survey to better understand the impact that administration of alternate assessments is having on the educational programs for students with significant disabilities. We wish to hear from teachers who administered an alternate assessment (at least 1) within the last 12 months. We want to learn from you about your views about the effects of alternate assessment in your state.

Confidentiality: No personally identifiable information will be stored with your survey responses. Survey responses will be summarized as a group and reported anonymously. Email addresses are gathered so that we can verify the quality of data collected and follow-up with questions where responses require clarification. All personal identification codes and contact information will be removed from the data file prior to analysis.

Your comments: We are very interested in hearing what you have to say. Text boxes are provided within the survey and you are invited to add your own comments. Your views will be summarized and included when study results are reported to participating state education agencies and the project officers.

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- Record your email address or a phone number where you can be reached in case clarification is needed regarding your survey responses.
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Alternate Assessment: Students with significant disabilities take an alternate assessment when they are unable to take the typical statewide assessments even with accommodations. Alternate assessments were first called for by the Individuals with Disabilities Education Act (1997) and later by the No Child Left Behind act (2002). These assessments allow states to count up to 1% of students tested as “proficient” based on separate achievement standards.

We are interested in ways that your approach to teaching students with significant cognitive disabilities may have changed since the requirement to administer alternate assessments began.

2. I spend more time preparing and teaching academic content in reading, writing, and mathematics to students with significant cognitive disabilities than I did before.	Strongly Agree	Agree	Disagree	Strongly Disagree
3. I provide more kinds of accommodations, assistive technologies, and supports you provide during instruction and test administration than I did before.	Strongly Agree	Agree	Disagree	Strongly Disagree
4. My expectations about what students with significant cognitive disabilities know and can do in academic content has increased.	Strongly Agree	Agree	Disagree	Strongly Disagree

5. I have the knowledge and skill and know what I need to know to teach academic content in English language arts (reading & writing)	Strongly Agree	Agree	Disagree	Strongly Disagree
6. I have the knowledge and skill and know what I need to know to teach academic content in mathematics	Strongly Agree	Agree	Disagree	Strongly Disagree
7. I have the knowledge and skill and know what I need to know to use assistive technology and accommodations to help students learn and show their learning	Strongly Agree	Agree	Disagree	Strongly Disagree
8. My state’s alternate assessment format is easy to use and understand,	Strongly Agree	Agree	Disagree	Strongly Disagree
9. The content covered on my state’s alternate assessment content is closely related to what I teach,	Strongly Agree	Agree	Disagree	Strongly Disagree
10. The time required to administer the assessment or assemble the collection of evidence is reasonable,	Strongly Agree	Agree	Disagree	Strongly Disagree
11. Students with significant cognitive disabilities can learn reading (ELA) & mathematics content?	Strongly Agree	Agree	Disagree	Strongly Disagree
12. Including students with significant cognitive disabilities in the statewide assessment system and education accountability is important.	Strongly Agree	Agree	Disagree	Strongly Disagree

For students with significant disabilities the instructional program can involve learning in both functional and academic content. We would like to get a sense of how much time your students typically spend in each of the following areas per week.

	None	1 Hr	2 Hr	3-4 Hr	5-6 Hr	7+
Related Services e.g. OT, PT, Vision, Hearing, Speech & Language Instruction, etc.						
Functional Daily Living Skills						
Academics: Reading and Writing, Mathematics, Science, and Social Studies						
Community Training						
Transition Services						

The following questions came from suggestions of the PLT. I don’t like the way they are worded yet. They seem kind of confrontational. There should be another way to get at the information but I haven’t figured that out yet.

Have you served as a member of a committee (content panel, bias review committee, or item writing team) for the general assessment. Yes No

If “yes,” in what subjects?

- Reading Yes No
- Writing Yes No
- Mathematics Yes No
- Science Yes No
- Social Studies Yes No

Have you been a proctor in the administration of any of the general large-scale assessments, for example given the 5th grade reading test to a class of students? Yes No

Have you served as a rater for a scoring site that scored essays, student prepared test responses, etc. Yes No

Do you know which subject areas are tested and at which grades students are tested in your state?

Yes No

Are you familiar with the test administration schedule? Yes No

Do you know who coordinates state large-scale assessment for your school district? Yes No

Do you visit the state assessment web site to learn information about the general statewide assessment program? Yes No

Do you visit the alternate assessment web site to learn information about testing, training, and deadlines? Yes No

Do you make use of sample tests and/or previously released items in planning instruction and preparing students to take tests? Yes No

Concepts—Assessment & Instruction

We are also interested in your familiarity with concepts used in standards based teaching and assessing of students with significant disabilities. Please use the Options for Responding (see below) to indicate your familiarity with each concept or term by marking the word that best describes your familiarity.

Options for Responding:

New	This concept is new to me; I don't think I've heard of this before.
Aware	I am aware of this concept. I have heard it used before.
Used	I have some experience this concept and have used it to some extent in the classroom.
Familiar	I am familiar with this concept and am comfortable using it with students.
Experienced	I have designed or adapted this concept for students and could help other teachers.

Concept	Your familiarity with this concept. Mark word that describes your familiarity.				
	New	Aware	Used	Familiar	Experienced
Accommodation: Alteration in how a test is presented to the test taker or how the test taker responds; includes a variety of alterations in presentation format, response format, setting in which the test is taken, timing or scheduling. The alterations do not substantially change level, content or performance criteria. The changes are made in order to level the playing field (i.e., to provide equal opportunity to demonstrate what is known).					
Assistive technology device: Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain or improve functional capabilities of children with disabilities.					
Augmentative and Alternative Communication (AAC): Methods of communication that enhance or replace conventional forms of expression.					

Concept	Your familiarity with this concept. Mark word that describes your familiarity.				
Constructed Response: A task that requires a student to create an answer or a product rather than simply fill in a blank or select a correct answer from a list; the task performed by the student is intended to simulate real life situations.	New	Aware	Used	Familiar	Experienced
Content Standards: Statements of the subject-specific knowledge and skills that schools are expected to teach and students are expected to learn. They indicate what students should know and be able to do.	New	Aware	Used	Familiar	Experienced
Modification: A substantial change in what a student is expected to learn and/or demonstrate. The changes include changes in instructional level, content, and performance criteria, as well as changes in test form or format.	New	Aware	Used	Familiar	Experienced
Performance assessment: A test item that requires the student to provide narrative or multiple step response to a stimulus question.	New	Aware	Used	Familiar	Experienced
Portfolio: A collection of products that provide the basis for judging student accomplishment; in school settings, portfolios typically contain extended projects and may also contain drafts, teacher comments and evaluations, assessment results, and self-evaluations. The products typically depict the range of skills the student has or the improvement in a student’s skill over time.	New	Aware	Used	Familiar	Experienced
System of Least-Prompts: An errorless instructional practice that involves the presentation of a hierarchy of prompts with increasing amounts of assistance. Initially, when given a task, the student is allowed to respond independently. If no response or an incorrect response occurs, the direction is repeated with additional prompting. This process continues through the prompt hierarchy or until a correct response occurs (Ault, Wolery, Gast, Doyle, and Eizenstat, 1988) .	New	Aware	Used	Familiar	Experienced

Concept	Your familiarity with this concept. Mark word that describes your familiarity.				
Systematic Instruction is an effective instructional methodology that promotes acquisition of target skills. Teaching focuses on specific, measurable responses that may either be discrete (singular) or a response chain (e.g., task analysis), and established through defined methods of prompting and feedback based on principles and research of applied behavior analysis (Browder, 2001).	New	Aware	Used	Familiar	Experienced
Time Delay: Time delay is an errorless instructional practice used with a student to ensure that the student gives the correct response. Initially, a task direction is presented simultaneously with a controlling prompt. In subsequent trials the task direction is followed by a “wait” time or delay (e.g. 4 seconds) before the controlling prompt is given (Ault et al., 1988).	New	Aware	Used	Familiar	Experienced
Universal designs for learning (UDL): A paradigm for teaching, learning, and assessment, drawing on brain research and technology to respond to individual learner differences using educational media: text, images, speech, manipulative materials, and multimedia.	New	Aware	Used	Familiar	Experienced
Validity: The extent to which a test measures what its authors or users claim it measures, specifically concerning the appropriateness of the inferences that can be made on the basis of test results.	New	Aware	Used	Familiar	Experienced
Wait time: Following a task direction, the teacher pauses (e.g. 7 seconds) before providing a prompt.	New	Aware	Used	Familiar	Experienced
Probe: A probe procedure provides a brief assessment of skill acquisition to learning targets. Several questions, task directions, or trials are given prior to instruction to measure learning. Instructional methods are adjusted based on student responses to the probe.	New	Aware	Used	Familiar	Experienced

Perceptions—Your views on alternate assessment. Please respond to these questions about the alternate assessment(s) given to students with significant disabilities in your state.

How many times have you administered your own state’s alternate assessments in the last 12 months?

- None (0)
- 1 or 2
- 3 – 5
- 6 – 8
- 9 - 12

- More than 12

Mark the assessment format(s) that best describe the format of the alternate assessment administered in your state during the 2005-2006 school year.

- Observation Instrument or System
- Checklist or Rating Scale
- IEP Evaluation
- Performance Task or Event
- Portfolio or Collection of Evidence

The following questions ask about your views regarding the administration of your state’s alternate assessment. Please indicate your views by recording your agreement with each statement.

Read the statements below and rate each statement for Your State’s Alternate Assessment.	Mark the box that indicates your agreement.						
I had sufficient time to set up, collect, assemble, and submit results for the alternate assessment(s).	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	
I had sufficient time to administer the assessment.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	
I used the information gained from the assessment for instructional planning in subject assessed.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	
Through my participation in my state’s alternate assessment, I learned new information about the student’s (s’) knowledge in the subject assessed.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	
The format of my state’s alternate assessment allows each student to use supports and adaptations used during instruction to participate in the assessment.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	
I was clear about how to gather and record the requested information about my observations, judgments, or ratings on this assessment.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	
The information that was gained by administering my state’s alternate assessment was/will be useful in the IEP process.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	
The information that was gained by administering my state’s alternate assessment was useful in monitoring progress.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	
Through giving my state’s alternate assessment, I learned new skills in assessing student performance.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	

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	I have a good grasp of ways to implement Universal Designs for Learning (UDL).	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
	The performance of the student(s) assessed on my state's alternate assessment was relevant to his/her (their) instructional goals and objectives.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
	It was easy to learn to administer/score my state's alternate assessment.	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree

We are interested in the type of professional development you may have received in the last two years on the administration of your state’s alternate assessment.

- Did you attend a training session or workshop regarding how-to administer the alternate assessment? __Yes __No
- Did you complete online Internet based training on how to administer the alternate assessment? __Yes __No
- Did you read the test administration manual for your state’s alternate assessment? __Yes __No

Professional Development: We identified aspects of teaching students with significant cognitive disabilities that have been considered important areas of knowledge and skill for special education teachers who provide instruction and administer alternate assessments. Please review each statement and rate your degree of confidence in your understanding and proficiency in that area of instruction.

- Fully confident. This is an area in which I have training and particular expertise.
- Confident. I am confident about my understanding and abilities in this area.
- Not that confident. I can get by in this area but I would like to receive additional professional development.
- Shaky. I do not feel prepared in this area and need professional development and training to feel confident in this area.

Providing instruction in reading and writing aligned to content standards and alternate assessments	Shaky	Not that confident	Confident	Fully Confident
Providing instruction in mathematics aligned to content standards and alternate assessments	Shaky	Not that confident	Confident	Fully Confident
Providing instruction in science aligned to content standards and alternate assessments	Shaky	Not that confident	Confident	Fully Confident
Finding the appropriate balance between academic content aligned to standards and functional or daily living skills	Shaky	Not that confident	Confident	Fully Confident
Designing and implementing Alternative or Augmented Communication (AAC) systems that assist students in learning and showing what they know and can do.	Shaky	Not that confident	Confident	Fully Confident
Explaining alternate assessment results to parents.	Shaky	Not that confident	Confident	Fully Confident
Measuring student performance in ways that assess progress in the classroom.	Shaky	Not that confident	Confident	Fully Confident
Using systematic instruction: errorless learning, prompting hierarchies, least prompts, and time delay	Shaky	Not that confident	Confident	Fully Confident
Universal Designs for Learning (UDL): assistive technology, augmentative and alternative communication systems, accommodations, and modifications.	Shaky	Not that confident	Confident	Fully Confident

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- Mental Retardation
- Hearing Impairment
- Visual Impairment
- Deaf/blindness
- Communication Disorder
- Emotional Disturbance
- Orthopedic Impairment
- Traumatic Brain Injury
- Other Health Impairment
- Autism Spectrum Disorder
- Specific Learning Disability
- Other

For Other, Please specify.

Ethnicity (Mark one or more)

- White
- Black/African American
- Native Hawaiian/Pacific Islander
- Asian
- American Indian/Alaskan Native
- Hispanic
- Other

For Other, Please specify.

Your own comments: Please add any additional comments or questions that come to mind as you finish this survey. If you have feedback that you would like to share, please do so here.

The End