

# ASES DAATA Teacher Survey

## Methods

### *Instrument Development*

The ASES DAATA Teacher Survey investigates the effect of administering alternate assessments judged against alternate achievement standards on teachers and students, particularly as it relates to instruction and learning content in the academic content of reading, writing, and mathematics. Items were adapted from previous research conducted by Kleinert, et al. (1999) and surveys developed for the Colorado Enhanced Assessment Project.<sup>1</sup> The survey covers four broad areas related to the impact of alternate assessment on instruction and learning:

- (a) Teacher knowledge and instructional practice related to academic content in reading, writing, mathematics, and science for students with significant cognitive disabilities,
- (b) Teacher experience and perception about administering the current state alternate assessment to students with significant cognitive disabilities,
- (c) Teacher familiarity with the statewide assessment system (both the general assessment and the alternate assessment), and
- (d) Areas of professional development that teachers may need to receive to support their instruction and assessment in academic content for students with significant cognitive disabilities.

Two teacher surveys that have been conducted with teachers who administer alternate assessments (Kleinert, Kennedy, and Kearns, 1999, Flowers, Ahlgrim-Delzell, Browder, and Spooner, 2006) focused on the impact of the alternate assessment on instruction and factors that influence student outcomes on the alternate assessment. Neither survey emphasized: (a) teacher knowledge about systematic instructional practices used in teaching students with significant cognitive disabilities, (b) teacher's knowledge of instruction in academic content standards that is at the heart of state assessment and accountability systems, or (c) teacher knowledge about statewide assessment systems and training in administration of the alternate assessment. The current draft of the ASES DAATA teacher survey goes beyond the prior surveys with a strong emphasis on academic content and teacher knowledge and skill.

### *Sampling Method*

The target population of interest for this survey is special education teachers who administered at least one alternate assessment during 2005-2006. First we will use a purposeful sampling approach to recruit and select active participating states from the ASES DAATA collaborating states with the goal of represent states with different alternate assessment approaches. Next we will work with state representatives to identify two groups of teachers. The first group will be teachers considered well informed about their state's current alternate assessment. These are teachers the states identify as knowledge as resources for other teachers in the state, e.g. mentor teachers, qualified trainers, or master teachers. We would seek full participation from this group in the survey. The second group would be a random sample of teachers who administered alternate assessments during the 2005-2006 school year. The number of surveys distributed to each active participating state for the second group will be the sample size needed to be representative of the population of special education teachers who administered alternate assessments during the assessment window. We will work with each state's

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<sup>1</sup> <http://www.cde.state.co.us/cdesped/EAG.asp>

representative based on the information that is available at the state and local levels to identify the target samples (see table below).

Hypothesized counts per state.

Alt. Asmt. Teachers	State A	State B	State C	State D	State E	Grand Total
Mentors/Trainers	25	40	35	50	25	175
Random Sample	100	200	190	240	100	830
Total per State	125	240	225	290	125	1005

### *Survey Procedures*

The ASES DAATA alternate assessment teacher survey will be administered as an online survey conducted via the World Wide Web. Likely procedures for distributing the surveys are described below.

### *Procedures for Distributing Teacher Surveys and Return Rates*

State	Estimate <sup>2</sup>	To Distribute <sup>3</sup>	Hypothetical Procedures for Distribution
	$\underline{N}$	$\underline{N}$	
A	500	125	A state representative will provide a list of school districts and number of teachers who completed an AA within each district. School districts will be selected by random drawing until the number of teachers reaches the “to distribute” number in column 3 of this table. An invitation memo will be provided to the Testing Coordinator in each school district to email mail to the teachers with a link.
B	700	240	We will work with intermediate service district supervisors who will select teachers to receive the survey by random drawing.
C	900	225	A state representative will conduct systematic random selection of teachers to receive the survey from a list of all the AA teachers in the state with their email addresses. A follow up letter with an internet address for access to Internet survey will be distributed by the state representative.
D	1200	290	The state representative will provide a list of district special education supervisors by size of district (average, large, very large). Survey announcements with directions will be sent to each district supervisor for distribution, sample size determined by size of district. Supervisors will select teachers by random drawing and send a follow up letter with web address for access to Internet survey.
E	450	125	State-level AA Coordinator sent an e-mail to listserv of teachers to access the Internet survey (all teachers have Internet access).

<sup>2</sup> The numbers in the second column are place holders. Active Participating States will be asked to report an estimate of the number of teachers who administered at least one alternate assessment in (mathematics, reading, ?) in March based on counts from previous years and returns to date.

<sup>3</sup> The number to distributes will be determined based on the estimate.