

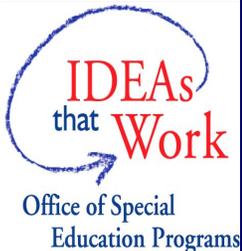


NATIONAL ALTERNATE ASSESSMENT CENTER

Teachers' Perceptions of One State's Alternate Assessment

April 7, 2006

Council for Exceptional Children's (CEC) Annual Conference



April 7, 2006



Purpose of Study

- The purpose of this study was to gain a better understanding of teachers' perceptions of the alternate assessment and its influence on daily instruction and IEP development in one rural, mid-western state.
- The data was to be used by the Department of Education to make decisions regarding training and the development of future alternate assessments within this state.

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Methodology

- Surveys were disseminated during portfolio development training. Teachers were asked to complete the survey in either paper form or online (as directed in the cover letter).
- The instrument was reviewed by a state Leadership team (with expertise in alternate assessment) four times and revised given their suggestions.
- The instrument included demographic questions and survey questions investigating teachers' perceptions of the alternate assessment.
- (Please ask for a copy of the instrument.)

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Demographic Results

- Sample N=261 (65% response rate)
 - 26 Male, 221 Female, 14 Missing
 - Majority of respondents taught at the elementary (N=105) and high school (N=56) level. Third highest category was middle school (N=46).
 - 73 respondents had more than 20 years of teaching experience. Other responses were scattered across years of experience.
 - Most respondents had an Educational (N=115) or Professional (N=74) certification in teaching.

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Demographic Results

- Most respondents had completed NO alternate assessments. However, 73 respondents had completed either 1, 2, or 3 alternate assessments over the past 2 years.
- 88 respondents said they would complete 1 alternate assessment this year, while 54 said they would complete 2 alternate assessments this year from 4th, 8th, or 12th grade.
- Most teachers reported they had 1-5 years of experience helping students develop the IAA portfolios. 45 teachers said they had NO experience helping students develop portfolios.

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Demographic Results

- 66 respondents said they participated in 15 hours or more of training while 58 said they participated in 6-8 hours of training during the current school year.
- 147 teachers reported they spent 0-2 hours collaborating with a general education teacher while 63 spent 3-5 hours in collaboration.
- 100 respondents said the alternate assessment was NOT included as part of their professional development, 70 reported they did not know, and 68 said, YES, it was included.

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Demographic Results

- On a scale of 1 (low) to 7 (high):
 - Respondents reported the mean level of support received by LEA/administrative staff during this school year was 3.54.
 - Respondents reported the mean level of support received by AEA/administrative staff during this school year was 4.05.
 - Respondents reported the mean level of resources provided to them during this school year was 3.87.

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Survey Results

■ Type of Influence

- Overall, very few people said the alternate assessment or any dimension of the alternate assessment had a NEGATIVE impact on instruction or IEP development.
- However, teachers consistently reported either POSITIVE influence or NO influence on instruction or IEP development.

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Survey Results

Assessment and Dimensions	Mean Influence on IEPs	Mean Influence on Instruction
Alternate Assessment (Whole)	3.89	3.99
Self-Determination	4.00	4.19
Transfer and Generalization	4.06	4.11
Achievement of Benchmarks	4.21	4.24
Use of Adaptations	4.61	4.65

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Survey Results

- Teachers were also asked to provide a reason for why they reported that the alternate assessment had a negative influence or no influence on instruction or IEP development. Overwhelmingly, teachers who responded this way indicated that they had always been doing what was required by the alternate assessment.
- Some teachers chose to answer this question with “other” and clarified by noting neither the alternate assessment, nor any assessment, was appropriate for the students they taught. Teachers also reported the amount of time and paperwork required made the alternate assessment difficult to complete, given their teaching load and expectations for this population of students.

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