



NATIONAL ALTERNATE ASSESSMENT CENTER

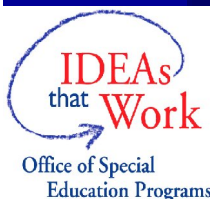
Taking a Look at Alternate Assessment: Assessing Students with the Most Significant Cognitive Disabilities

NASP 2006 Annual Convention

March 31, 2006

9:00 a.m. - 4:30 p.m.

The National Alternate Assessment Center is supported through a cooperative agreement through the US Department of Education, Office of Special Education Programs (Grant Number H324U04001). However, the contents of this presentation do not necessarily represent the positions or policies of the Office of Special Education or the US Department of Education, and participants should not assume endorsement by the federal government.



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Assessing Students with the Most Significant Cognitive Disabilities

Getting to know our audience...

- 1) How many of you are graduate students training to be school psychologists?
- 2) How many of you are school psychologists practicing in a school district (pre-k-12) or in another educational setting or are on internship this year?
- 3) How many of you are trainers and/or academicians?
- 4) How many of you practice privately?
- 5) How many of you have ever heard of large-scale assessment, in particular alternate assessment?
- 6) How many of you have ever sat in on an IEP team meeting where participation in large-scale assessment was discussed?

Presenter Biographies



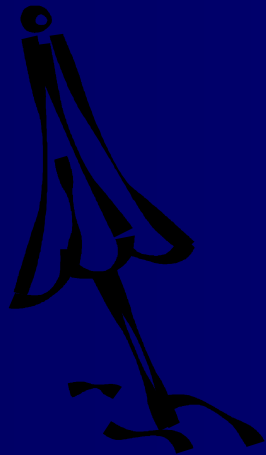
Elizabeth Towles-Reeves, M.S. (Liz) (eatowl0@uky.edu) is the Research Coordinator for the National Alternate Assessment Center (NAAC). In 2000, she earned a Masters degree in Education from the University of Kentucky (UK) and is currently a doctoral candidate in the Educational Psychology program at UK. Her research and evaluation skills have been used to investigate the reliability and validity of alternate assessments, examine the influence of the alternate assessment on instruction both longitudinally and across states, develop an evaluation system for the Inclusive Large-Scale Standards and Assessment (ILSSA) project, along with other research and evaluation responsibilities. Liz's primary area of interest involves developing technically sound assessments for students with significant cognitive disabilities. Liz has authored several peer-reviewed journal articles and has made numerous presentations on alternate assessment.

Mike Burdge, M.Sp.Ed. (mburdge@uky.edu) is a technical assistance specialist for both **ILSSA** and **NAAC**. He began his 25 year teaching career in a school for students with moderate and severe disabilities and eventually initiated and facilitated inclusionary programs as a teacher in several general education, public schools. He was the KY Special Education Teacher of the Year in 1996 and was an Ashland Oil Teacher Achievement Award recipient in 1997. He has been an adjunct professor of special education at the University of Cincinnati and the College of Mt. St. Joseph. Mike was a contributing author to *Alternate Assessment: Measuring Outcomes and Supports for Students with Disabilities* (Kleinert & Kearns, 2001) and *Teaching Language Arts, Math, & Science to Students with Significant Disabilities* (Browder and Spooner, 2006), as well as several other publications.

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Presenter Biographies



Lou-Ann Land , M. Sp.Ed. (lland@uky.edu) is a technical assistance specialist for both **ILSSA** and **NAAC**. Before beginning work at the University of Kentucky, Lou-Ann taught students with moderate and severe disabilities for 19 years in both fully included and segregated settings and was awarded the title of Kentucky Special Education Teacher of the Year in 1991. Most recently, she has co-coordinated the federally funded Colorado Enhanced Assessment Grant and directed the development and pilot implementation of a new format of alternate assessment for students with significant cognitive disabilities. Lou-Ann has taught a class on inclusion at University of KY, was a contributing author to *Teaching Language Arts, Math, & Science to Students with Significant Disabilities* (Browder and Spooner, 2006), as well as several articles regarding instruction and assessment of students with disabilities.

Emily Greenglass, M.S. (Emily.Greenglass@uky.edu) is a Research Assistant for the National Alternate Assessment Center (NAAC). She received her Bachelor of Science degree in Psychology from the University of Kentucky (UK) in May 2004. In August 2005, she received her Masters degree in Education from UK. Currently, Emily is a graduate student at UK working on her Educational Specialist Degree (Ed.S.) in School Psychology and a Certificate in Developmental Disabilities. She has assisted with alternate assessment research as part of NAAC throughout the past year.

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Assessing Students with the Most Significant
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Introductions

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Outcomes

At the end of the workshop, participants will be able to:

- list basic requirements of alternate assessments (i.e., participation criteria),
- list appropriate uses of alternate assessment information, and
- articulate the role of school psychologists in the alternate assessment process.

Agenda

- Why is this happening? (history of alternate assessments judged against alternate achievement standards)
- What is alternate assessment?
- Who are the students that take alternate assessments?
- What is the theory of learning for this population of students?

Agenda

- Is it reading and is it mathematics?
- What does alternate assessment mean for instruction?
- What does alternate assessment mean for Individual Education Programs (IEPs)?
- What is the role of the school psychologist?



Checkpoint

- Does anyone have any questions at this time?