

## New Assessors-in-Training

Year	Online Training Requirements
1	<p>Complete:            Entire training and all 100 proficiency test questions (20 questions in 5 areas of Administration, Reading, Writing, Math, Science).            Complete all practice tests (reading, writing, math, science, 2 ELOS practice tests)            Test Security Agreement on file with DTC</p>

## Returning Qualified Assessors and Qualified Mentors

Year	Online Training Requirements
1	<p>Complete the entire training and all 100 proficiency test questions (20 questions in 5 areas of administration, reading, writing, math, science).            Test Security Agreement on file with DTC</p>
2	<p>Reduced training and proficiency expectation (25 proficiency questions over the 5 areas).            Test Security Agreement on file with DTC</p>
3	<p>Reduced training and proficiency expectation (25 proficiency questions over the 5 areas).            Test Security Agreement on file with DTC</p>
4	<p>Complete the full training and full proficiency testing as in Year 1.            Test Security Agreement on file with DTC</p>

**Note:** New and Returning assessors must participate in any required annual district training.

## Mentor Renewal Cycle

To remain active, mentors must complete the refresher tasks annually, and either attend Annual Mentor training, or receive updates from the district’s lead mentor. If a mentor will not be functioning as a mentor-trainer, they must still complete basic requirements to remain active.

Year/Status	Training Requirements
1 - Active	New Mentor Training All online training/proficiencies Practice tests Evaluate another’s practice tests, pass vendor evaluation Annual Mentor Training Test Security Agreement on file with DTC and EED
2 – Active	Refreshing Skills Attend Annual Mentor Training (*) Test Security Agreement on file with DTC and EED
3 - Active	Refreshing Skills Attend Annual Mentor Training (*) Test Security Agreement on file with DTC and EED
4 - Active	All online training and proficiency exams Attend Annual Mentor Training (*) Test Security Agreement on file with DTC and EED

\*Note: District must send only one mentor to Annual Mentor Training. If district has multiple mentors, the lead mentor updates the Mentor-Trainers.

Year/Status	Training Requirements
1 - Active	Complete: New Mentor Training All online training/proficiencies Practice tests Evaluate another’s practice tests, pass vendor evaluation Annual Mentor Training
2 - Inactive	
3 - Inactive	
4 – Returning to active	Start over at Year 1.

## Changes to the Alaska Alternate Assessment Training Site <ak.k12test.com>

### POLICY OR PROCEDURAL CHANGES

#### 1. **Contract Renewal**

EED has renewed a six-year contract with Dillard Research Associates (DRA) for the Alternate Assessments in reading, writing, mathematics, and science.

#### 2. **Updated the Calendar of Important Dates**

Please refer to this calendar for Alternate Assessment and related information.

#### 3. **Braille and Large Print Orders**

District Test Coordinators will send Braille and Large Print test orders to EED, October 3-14, 2011. Please alert your DTC if you have a student requiring one of these assessments. These tests will be mailed to the DTC in mid-January.

#### 4. **Participation Guidelines, June 2011 Edition**

Discard the September 2007 edition. Revisions include: New limited English proficiency (LEP) accommodations; additional clarity to Alternate Assessment program and eligibility criteria; Flexible Schedule accommodations have been changed for an earlier submissions date—20 days before testing; accommodations for students with disabilities have been updated and provide more clarity.

#### 5. **Expanded Levels of Support (ELOS) Test Items**

A committee of teachers worked on expanding the Early Entry Points to the Extended Grade Level Expectations. The vendor has developed test items linked to the early entry points. The ELOS items have been repackaged into grade band booklets. There are 3 tasks, 15 items total. Follow the test administration rules to determine when to stop administering the standard test items and administer the ELOS items.

#### 6. **Alternate Assessment Test Forms**

Two complete forms of the alternate assessment have been developed for each content area and are operational.

#### 7. **Work Ready/College Ready Regulation**

4AAC 06.775 Statewide assessments for students with disabilities; districts will reference the *Alaska Supplement for WorkKeys Assessment* located under Test Coordinator Resources, <http://www.eed.state.ak.us/tls/assessment/accommodations.html>. This *Supplement* was provided to the State Board of Education September 13 and is out for public comment until November 10, 2011. Tables 1 and 2 from the *Participation Guidelines* have been reviewed by ACT, Inc. Students with significant cognitive disabilities who are in grade 11 or 12 may take the WorkKeys assessments in applied mathematics, reading for information, and locating information if the IEP team determines it supports the transitional plan of the Individualized Education Program.

### **8. Learner Characteristics Inventory**

The Learner Characteristics Inventory (LCI) is part of the required student demographic information that will be collected in the data entry/student setup section in the online assessment system. Instead of paying for expensive programming, EED decided to create a link in the student setup section that leads to the LCI. The inventory creates a profile of the population of students who take the alternate assessment in our state. This information is required for each student. It is recommended that Assessors enter the information while entering their student's data entry. Demographic information for each student must be entered by February 17, 2012. The inventory site will remain open until May 13, 2012 for teachers who need extra time.

### **9. Standards Revision**

EED is revising the reading, writing, and math standards for grades K-12. Stakeholder meetings will be held October 11-12 and November 15-16, 2011. The November meeting will be recruiting for special educator participants. The standards will be presented to the State Board of Education in December 2011, and will be out for public comment. The new standards will be assessed in spring 2015. This will cause a review and revision of the Extended Grade Level Expectations (ExGLEs).

### **10. National Center State Collaborative (NCSC) Project**

Alaska is participating in a national project that is developing new approaches to serving and assessing students with significant cognitive disabilities. Curriculum and instruction, professional development, community of practice groups, what college and career ready looks like for students with significant cognitive disabilities, and new alternate assessments are all being developed. The name of this consortium of 19 states, universities, and National Center of Educational Outcomes is called the National Center State Collaborative (NCSC) General Supervision Enhancement Grant (GSEG). It is a grant project from the Office of Special Education Programs (OSEP) and is the special education counterpart to the Race to the Top consortia.

Teachers have participated in a teacher survey and focus group. The next activity is the AA Advisory Panel/Communities of Practice (COP) group. The COPs will be asked to implement model curricula and help to refine and clarify materials and resources. Following the initial session with the COP members, we anticipate meeting (via webinars, etc.) with the COPs for 1 - 1.5 hour meetings, 5-6 times per year in the first 2 years, for coaching and follow-up. In order to establish a successful Community of Practice, it is important to ensure that participants not only come from a variety of geographic locations, but also represent different types of school and grades instructed/addressed. These individuals should also have specific characteristics that will ensure the successful dissemination of the training, resources, and message. Selected teachers should be seen as role models and respected by their peers.

### **11. DIASA – Data Interaction for Alaska Student Assessments**

DIASA is a dynamic, Web-based system that provides online access to student performance for Alaska's student assessments. The Alternate Assessment data is now included in the site.

## 12. Americans with Disabilities Act

Americans with Disabilities Act of 1990, Amended, effective January 1, 2009 (title 42, Chapter 126, Section 12102 (3) (B), Definition of Disability. Congress clarified, “an individual is not ‘regarded as’ an individual with a disability if the impairment is an impairment with an actual or expected duration of 6 months or less.” There is a suggested form posted on EED’s website which districts may use, or districts may create their own documentation of records keeping. Located under Test Coordinator Resources, <http://www.eed.state.ak.us/tls/assessment/accommodations.html>

## TRAINING and CONTINUOUS IMPROVEMENT

1. **Updated the Refresher Training Tasks:** Certain Refresher Training Tasks were amended based on analysis of Proficiency Test questions missed and enhanced training in ELOS and Writing Scoring.

2. **Updated the Navigation Guide**

3. **Reliability and Validity Studies**

All grade 8 and grade 10 Writing Scoring Protocols and Writing Student Materials will be collected by District Test Coordinators (DTCs) during the week of April 9-13, 2012 and mailed or sent via FedEx to the vendor, DRA, for scoring analysis. DTCs received notification of this study at the fall DTC training, they have received an email explaining the process, and they will receive further training/reminders during the spring DTC training. Mentors and Assessors will need to work closely with DTCs to ensure all materials are received.

**Do not shred** grade 8 and 10 writing test materials at the close of the test window.

4. **Alternate Assessment Training and Committees 2011-2012**

New Mentor Training, September 26-27, 2011, Juneau, AK

Annual Mentor Training, October 25-26, 2010, Anchorage, AK

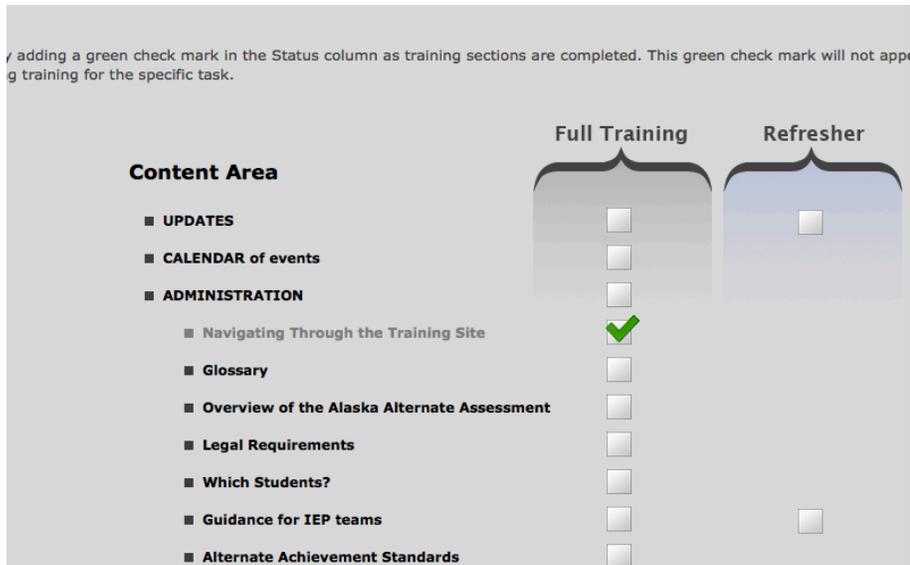
AA Advisory Panel/Communities of Practice, October 27, 2010, Anchorage, AK

## SPECIFIC WEBSITE CHANGES

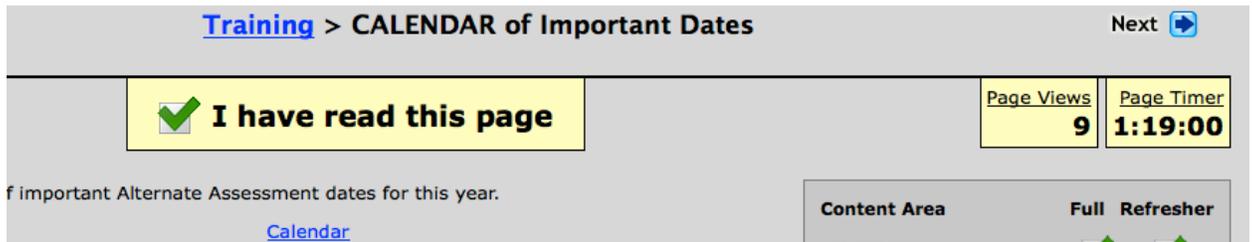
### TRAINING tab

1. **Refresher vs. Full training:** For returning QAs and QTs who completed either full or refresher training in 2010-2011, Refresher Tasks are delineated on the Training home page and in the navigation box on the right side of each training page.

Returning QAs and QTs who qualify for the Refresher training and testing will see both columns. All others will see only the Full Training column and full Proficiency testing options.



2. **Enlarged  I have read this page** box and included page view and page timer tools. These tools will improve the users' and mentors' ability to track access to training by showing the number of times and total time that each user spends reviewing each page.



3. **Changes to ELOS Tests**

The ELOS test books have been thoroughly revised to align with Early Entry Points to the Extended Grade Level Expectations. In addition, each ELOS subject area is further subdivided into grade bands (3/4, 5/6, 7/8, and 9/10). Each subject area grade band ELOS assessment is comprised of only 15 test items (5 items in 3 tasks). All 15 items must be administered to the student.

Each task's items follow the same order of complexity: An attention-seeking item, an interaction item, one easy, one medium and one hard item.

Scoring options are limited to levels of support (1, 2, 3, 4). Options for scoring **A** (Already has the skill), **I** (Inappropriate) and **R** (Refusal) have been removed.

4. **Updated Supporting Documents for many training pages and training videos.**

Scoring protocols, student materials scored, answers and explanation of answer documents have been reviewed and updated as needed. Issues reviewed include writing

scoring alignment to new Writing Scoring Manual and the ELOS scoring protocol, Levels of Independence matrix, and administration rules alignment to the new test.

**5. Enhanced guidance in scoring writing samples (Administration > Writing Scoring)**

A Writing Scoring Manual is available on the website (in the Materials Tab) to more fully define the existing writing scoring rules. Each rule is accompanied by multiple examples. In addition, a Writing Scoring Mini-lesson unit is available for use in training (**2012Writing Scoring Mini Lesson VF, 2012WritingNewMentorMini Lesson.ppt, CWS\_CLS\_IOMini-lessonAnswers**).

**MATERIALS tab**

**1. New, Revised Practice tests**

Practice Test Materials are aligned to the new ELOS and Writing Scoring Manual.

**2. Training and support documents**

All documents listed on the Materials Tab have been updated. Significant changes or additions are:

- Writing Scoring Manual
- Writing Scoring training (power point, mini-lessons workbook, and mini-lessons answers)
- Online Training Support Documents Handbook. This document has been revised and reflects the current ak.k12test.com training site, including all revised scoring protocols, student materials, scored student materials, and explanations of answers.

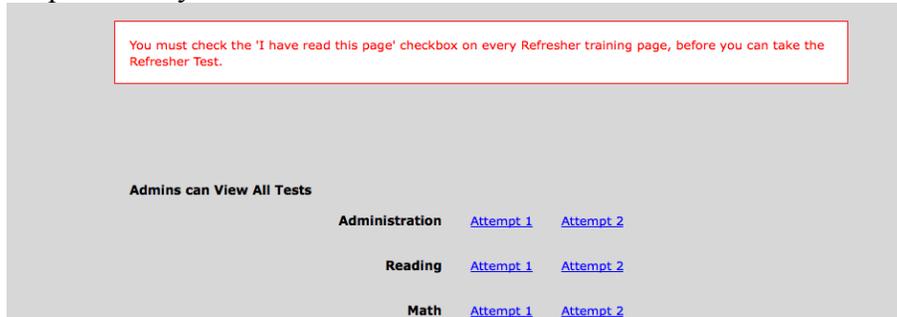
**3. Reorganization of Secure Test Materials**

As was true last year, the Secure Test materials located under the Materials Tab have been reorganized for ease of use. This year, the grade-banded ELOS tests will also be available in the matrix format. Simply click on the blue, highlighted test document to have the document download to your desktop in PDF file format (be sure to remove all downloaded test documents from your hard drive and “Empty Trash” by April 10, 2012).

## PROFICIENCY tab

### 1. Proficiency vs. Refresher tests

For all users, a message box will appear if the user attempts to take a proficiency test before reading through each required training page and checking the "I have read this page" box. Only after completing the required training will the user be permitted to take the proficiency test.



Users who qualify to take the reduced Refresher Proficiency test will automatically be provided with that option. Users who qualify to take the full training and full proficiency test will only have that option available.

## DATA ENTRY tab

### 1. Entering Student Caseload Information

All student names and demographic information need to be entered into the online system by February 17, 2012. Student data entry is available throughout the test window; we encourage early entry of all students eligible for the Alternate Assessment so data entry and submission can be monitored. Additionally, DRA will use the student data entry to inform the Writing Scoring study.

You may begin entering student data on January 30, 2012.

### 2. Learner Characteristics Inventory

Each Assessor will complete an additional inventory tool for each student enrolled in the Alternate Assessment. The link will be available on the Student Setup page as Assessors add students, beginning January 30, 2012.

A screenshot of a web form titled "Add Student". The form is organized into columns for "State ID", "First Name", and "Last Name". Under "State ID" are fields for "State ID:" and "District ID:". Under "First Name" are fields for "First:", "Middle:", and "Suffix:". Under "Last Name" are fields for "Last:" and "Suffix:". Below these are fields for "Grade:" (with a "Click to Select" dropdown), "District:" (with a dropdown showing "DRA"), "School:" (with a dropdown showing "DRA"), and "Birthday:" (with three "Click" dropdowns). On the right side, there is a large circular button labeled "Add Student" with a sub-label "adding LCI Survey" and a link. At the bottom right are "Cancel" and "Save" buttons.

**ADMIN tab**

1. **Data Entry Status** The Data Entry Status table will include a 5<sup>th</sup> column, indicating the number of registered students for whom the Assessor has completed data entry AND submitted the scores to EED.

**HELP / SETTINGS tab (previously ACCOUNT)**

1. **Help Desk Information included at the opening page of this tab**
2. **FAQ link added to opening page of this tab**

3. **Forced review and update of user information**

On initial log in to the site, each user will be taken to the Help/Settings tab to review their information and update as needed.

Make changes as needed and choose Update Accounts box at bottom of page.

If no changes are needed, users will scroll to bottom of the page and choose the Update Account box.

## Purpose

This inventory provides information that will be used to create a profile of the population of students who participate in Alternate Assessment based on Alternate Achievement Standards (AA-AAS).

## General Student Information

**\* 1. Assessor Name:**

**\* 2. Student's Initials:**

**\* 3. Student's grade:**

**\* 4. Student's age in years:**

## IDEA Label

### \*5. Student's primary IDEA disability label:

- Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)
- Multiple Disabilities
- Autism
- Speech/Language Impairment
- Hearing Impairment
- Traumatic Brain Injury
- Emotional Disability
- Deaf/Blind
- Other Health Impairment
- Orthopedic
- Other

## Language

**\*6. Is your student's primary language a language other than English?**

Yes

No

**7. If yes, what is your student's primary language (the dominant language spoken in the student's home)?**

## Classroom Setting

### \* 8. What is the student's primary classroom setting?

- Home
- Special school
- Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- Regular school, primarily self-contained special education classroom, some academic inclusion (students go to some general education academic classes such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day.
- Regular school, resource room/general education class, students receive resource room services, but are in general education classes 40% or more of the school day.
- Regular school, general education class inclusive/collaborative (students based in general education classes, special education services are primarily delivered in the general education classes) at least 80% of the school day is spent in general education classes.

## Expressive Communication

**\*9. Please choose the option that best describes this student's expressive communication.**

- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs etc., to communicate.

**\*10. Does your student use an augmentative communication system in addition to or in place of oral speech?**

- Yes
- No

## Receptive Language

**\*11. Please choose the option that best describes this student's receptive communication.**

- Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

## Vision

**\*12. Please choose the option that best describes this student's vision.**

- Vision within normal limits.
- Corrected vision within normal limits.
- Low vision; uses vision for some activities of daily living.
- No functional use of vision for activities of daily living, or unable to determine functional use of vision.

## Hearing

**\*13. Please choose the option that best describes this student's hearing.**

- Hearing within normal limits.
- Corrected hearing loss within normal limits.
- Hear loss aided, but still with a significant loss.
- Profound loss, even with aids.
- Unable to determine functional use of hearing.

## Motor Function

**\*14. Please choose the option that best describes this student's motor functioning.**

- No significant motor dysfunction that requires adaptations.
- Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- Needs personal assistance for most/all motor activities.

## Engagement

**\*15. Please choose the option that best describes this student's engagement with others.**

- Initiates and sustains social interactions.
- Responds with social interaction, but does not initiate or sustain social interactions.
- Alerts to others.
- Does not alert to others.

## Health Issues/Attendance

**\*16. Please choose the option that best describes this student's school attendance.**

- Attends at least 90% of school days.
- Attends approximately 75% of school days; absences primarily due to health issues.
- Attends approximately 50% or less of school days; absences primarily due to health issues.
- Receives Homebound Instruction due to health issues.
- Highly irregular attendance or homebound instruction due to issues other than health.

## Reading

**\*17. Please choose the option that best describes this student's level of reading.**

- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc).
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are not linked to the text.
- No observable awareness of print or Braille.

## Mathematics

**\*18. Please choose the option that best describes this student's level of mathematics.**

- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- Does computational procedures with or without a calculator.
- Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- counts by rote to 5.
- No observable awareness or use of numbers.

## Thank you

Thank you for completing the Alaska Learner Characteristics Inventory!

# Alaska Reading, Writing, and Mathematics Standards Revision Process

## REVIEW: Action Taken

- February 2010 – hosted stakeholder meeting to compare draft of Common Core Standards to Alaska GLEs
- June 2010 – hired a consultant to be directly involved with the Common Core Standards to facilitate meetings with stakeholder groups and support a transitional plan for EED
- October 2010 – hosted table leaders from February meeting to compare the final version of the Common Core Standards to Alaska GLEs
- November 17-18, 2010 – hosted a stakeholder meeting including representatives from university campuses in the state, industry, and high school of reading/writing (literature and composition) and mathematics to discuss college and career readiness.
- January 25- 26, 2011 - hosted a stakeholder meeting including representatives from middle and high school of reading and writing to discuss impact of rigorous standards on high school transitions
- February 15-16, 2011 – hosted a stakeholder meeting including representatives from middle and high school of mathematics to discuss impact of rigorous standards on high school transitions

## REVISION: Next Steps (subject to change)

- June 2011 - Content coaches in reading, math and writing from the State System of Support Team clarified, revised, and vertically aligned the standards based on the feedback from stakeholders to create the first draft of the Alaska Standards
- August/September – secured an approach to a validation study to determine if standards are college and career ready based on a study conducted by EPIC related to the Common Core.
- October 11-12, 2011 – Stakeholders (approx 50) comprised of math, reading, and writing content area teachers and CTE instructors will review and edit the drafted standards. If possible, librarians will be included in the review and offer feedback for literature samples aligned to text complexity
- November 15-16, 2011 – Stakeholders (approx 50) comprised of teachers of English language learners, students with disabilities, and other subgroups meeting for second review and edit of drafted reading, writing, and mathematics standards.
- December 2011 – provide new math, reading and writing standards to the Alaska State Board and out for public comment
- January 11-12, 2012 – Content specialists will meet with stakeholders to share the new standards and address transition
- February 18-19, 2012 – Content specialists will meet with more stakeholders to share the new standards and address transition
- June or September 2012 (depending on the timing of the validation study to determine college and career readiness of standards and any necessary adjustments) – Alaska State Board take final action on new reading, writing, and mathematics standards

# Training Qualified Assessors In Rural Alaska

Alaska State alternate Assessment

Kathryn Michelle Oleske  
Qualified Mentor Trainer  
Multiple Disability Specialist  
Lower Kuskokwim School District

If you live  
and teach in  
Alaska, You  
can probably  
relate to this!

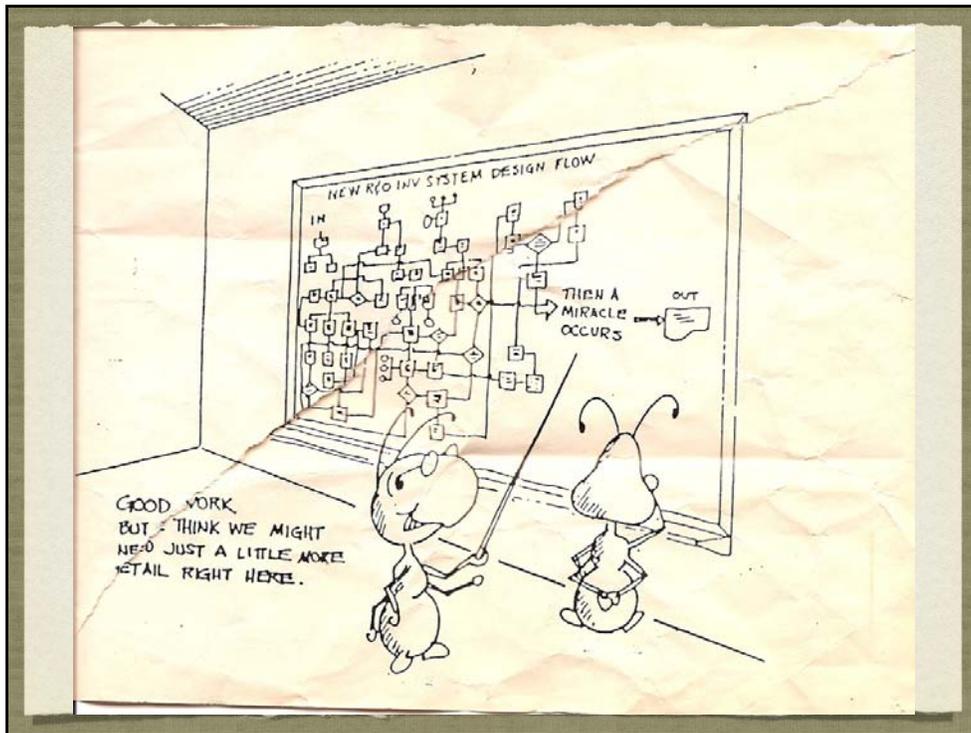


AA Trining

2 / 2

10/12/11

So, how on earth do you train 40+ teachers and aides who are spread over a 22,000 square mile area roughly the size of the state of West Virginia with a \$0 bank account?



## Video Teleconference or webinar

- Overview: Who is it for? What does it Assess? Why is it Administered?
- Test Security Agreement
- Extended Grade Level Expectations
- Accommodations Manual
- Updates and Changes: Calendar
- Logging on and Refresher Skills/training requirements

## Follow Up and Ongoing Support



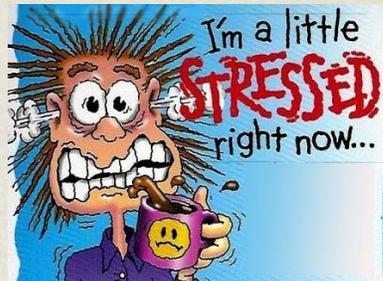
## Keeping track of progress using Reports

- User Training
- User Proficiency Overview
- User data entry

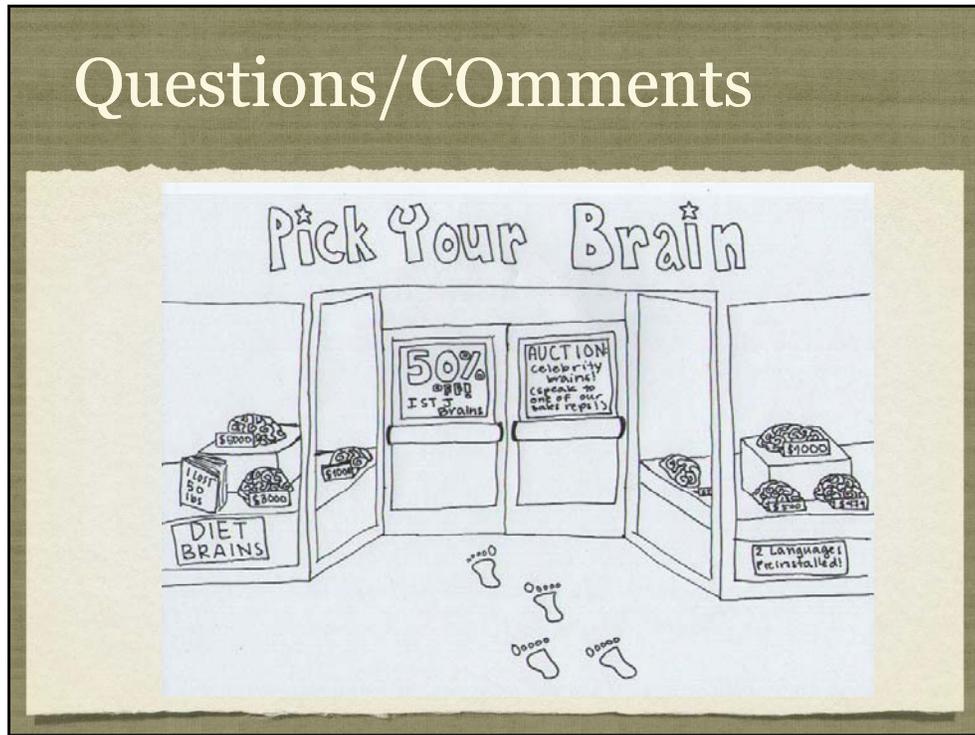


## Special Factors

- Teachers who do not train, but want to jump right in
- Last Minute Charlie's
- They say "I'm working on it" but reports show that they are not



# Questions/COmments



**Alternate Assessment  
District Mentor Implementation Plan 2011-2012**

**Purpose of Mentor Implementation Plan:** The Implementation Plan is a requirement for Alternate Assessment Mentors because unlike proctors for the Standards Based Assessments, mentors will be training themselves and other district personnel to administer and score the Alternate Assessment. In addition, mentors often function as the liaison between the district test coordinators and special education to ensure that all eligible students are identified and given the proper assessment.

**Instructions:** Implementation Plans are being sent in advance of Mentor Training this year. We will allocate a short period of time at Mentor training to work in small groups, sharing information especially with new mentors, making any necessary changes. If your plan changes as a result of discussions at mentor training, **a final plan must be submitted by November 30, 2011.**

<b>Mentor Name</b>	<b>Email Contact</b>
<b>District Name</b>	<b>Phone Contact</b>
<b>Mentor Signature</b>	<b>Date</b>
<b>Supervisor Signature (If applicable)</b>	<b>Date</b>

**1. Mentor Responsibilities**

- Attend annual Mentor Training
- Become certified as a Qualified Assessor and a Qualified Trainer (see attached list of requirements)
- Annually refresh skills to maintain qualifications.
- Conduct training for district personnel using materials provided by EED and the test vendor, Dillard Research Associates (DRA)
- Become familiar with eligibility criteria and test security
- Become familiar with the Extended Grade Level Expectations
- Answer staff questions about the alternate assessment
- Provide assistance to District Test Coordinator in identifying students eligible for Alternate Assessment
- Act as primary district contact for Alternate Assessment Program Manager
- Act as advisors to the AA program manager and provide feedback on alternate assessment issues as requested by EED and test vendor

**District Information**

- So that we send enough Alternate Assessment handbooks to your District Test Coordinator, please tell us the number of special education teachers in your district who teach students with significant cognitive disabilities? \_\_\_\_\_
- Estimated number of students in district eligible for Alternate Assessment? \_\_\_\_\_
- Do you know who your district test coordinator (DTC) is?

DTC Name

Contact Info

- 
- 
- In order to ensure all students receive the proper assessments and that demographic information is entered correctly, please make sure that you have the following information:
    - Names of all students in district eligible to take the Alternate Assessment
    - Location (school names) of students taking the Alternate
    - Names of student’s program coordinator
    - Alaska Student IDs (AKSID) and other student demographic information
    - A trained Qualified Assessor, or person being trained this year, identified to administer the Alternate Assessment to each student
  - Other than the students, their teachers or case managers, district test coordinators, special education directors, are there other people who need to be involved? When EED sends out information or notices, other than the folks listed above, who needs to be kept informed?

Who needs to be involved, or informed?

**3. Implementation Plan**

Based on the information outlined above, using the attached Calendar and the following questions, plan your major mentoring activities for this year.

- What are your major priorities?
- What will you try to accomplish by the end of this school year?
- What will you do across next school year?
- Have you been in contact with your DTC this year?

- Have you received last year's Individual Student Reports, copies of the *Educator Guide to Interpreting Student Reports* (currently posted on the AA website under Teacher Resources: [http://www.eed.state.ak.us/tls/Assessment/alternate\\_optional.html](http://www.eed.state.ak.us/tls/Assessment/alternate_optional.html))

Mentor Plan for District Training 2011-2012

**4. Evaluation Plan**

If your mentoring activities have the impact we hope they will, what should happen? How will you know if you've been successful?

Sources of Information/Evaluation Strategies	Anticipated/Desired Outcomes

## 5. Feedback to EED

EED would like to simplify the Implementation Plan process by having returning mentors simply update the previous year's plan. New mentors would complete an initial plan. This means that people fill out the form in electronic format. Is this agreeable to mentors? Any suggestions?

**Frequently Asked Questions** – Some questions I would like to see answered are:

**Other Recommendations for program improvement**

**Evaluation Form for Annual Mentor Training  
October 25-26, 2011**

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Thank you for your participation! Please help us evaluate the course by answering the following questions and responding to the statements.

I am a  Qualified Assessor,  Returning Mentor,  Mentor in training,  Taking this for college credit

**Purpose of Annual Mentor training:** Train mentors to train assessors throughout the state who administer alternate assessments that maintain fidelity to the administration and scoring rules and accurately reflect student scores. Become knowledgeable about scoring the writing assessment using updated scoring guidance.

	<b>Disagree</b>		<b>Agree</b>	
Was the purpose of the training met?	1	2	3	4
Were the handouts and training materials useful?	1	2	3	4
Was the training well-organized?	1	2	3	4
Is the online training system effective?	1	2	3	4

<i>What aspects of the course were most useful for you?</i>	<b>Least Useful</b>		<b>Most Useful</b>	
2011-2012 Updates, Changes, New Issues	1	2	3	4
Mentor Responsibilities	1	2	3	4
How to train protégés, Organizing a training	1	2	3	4
Writing Scoring Guide, Writing Therapy	1	2	3	4
Student Reports/Online tracking tools	1	2	3	4
Unique Learning Systems	1	2	3	4
College & Career Ready for SWSCD	1	2	3	4
Overview of NCSC project	1	2	3	4

Please feel free to make any additional comments or recommendations for training topics (use reverse if needed).

**ALASKA  
ALTERNATE ASSESSMENT  
MENTOR TRAINING  
OCTOBER 2011**

Aran Felix, Department of Education  
Kim Sherman, Dillard Research Associates  
Dan Farley, Dillard Research Associates

# INTRODUCTION & ICEBREAKER

- Housekeeping
  - BP Energy Center Safety Announcement
  - Turn cell phones off, or to vibrate
- Introduce Presenters
- 30 Second Consultant:
  - When scoring student responses on the alternate writing assessment, (or training assessors to score students' writing), the area of most difficulty in regards to scoring the writing test is:

# ICEBREAKER INSTRUCTIONS

- ◉ 1) Work in your table group.
- ◉ 2) The goal of this activity is to build on one another's ideas using 30 sec consultant form.
- ◉ 3) At the top of your form, you will answer the question taking 30 seconds to do so. The more specific and succinct, the better.
- ◉ 4) When I announce that 30 seconds has elapsed, you'll pass your sheet to the person to your right. That person will add a recommendation taking 30 seconds to do so. When I call time, stop and pass to the right. This process continues until each idea sheet is back in the hands of its original owner. Begin the activity.
- ◉ 5) When finished, collect the 30 second consultant forms as we will use later in the day.

# INTRODUCE PARTICIPANTS

- ⦿ **Tell us your name, district, and whether you are a RETURNING or NEW mentor.**
- ⦿ **As a group, choose one interesting writing issue, a possible solution, and one person from your table to share during introductions.**

# OVERVIEW OF 2 DAYS

- ◉ Breaks, lunch
- ◉ Reimbursement process
  - Mentor vs. mentor/cop
  - Must complete mentor tasks
- ◉ Agenda and goal of training
- ◉ Binders
- ◉ APU course credit, transcript request, assignments
- ◉ Evaluations
- ◉ Getting questions answered

# MENTOR RESPONSIBILITIES

- ◉ Complete Implementation Plan
- ◉ Read/initial/sign TSA, copy to EED, DTC
- ◉ Refresh skills online, notify EED
- ◉ We change your status in the system
- ◉ Train protégés (do not skip this step!)
- ◉ Evaluate protégés using SP review form
- ◉ Make sure protégés sign TSA
- ◉ Work with DTCs to ensure students are identified, correct grade determined, AK student IDs are correct

# MENTOR RESPONSIBILITIES 2

- ◉ Handouts:
- ◉ Training protégés
- ◉ Qualification checklist
- ◉ Refresher Skills (online)
- ◉ Mentor and Assessor Renewal Cycle
- ◉ (Now move this handout to behind second tab)

# MISCELLANEOUS HANDOUTS

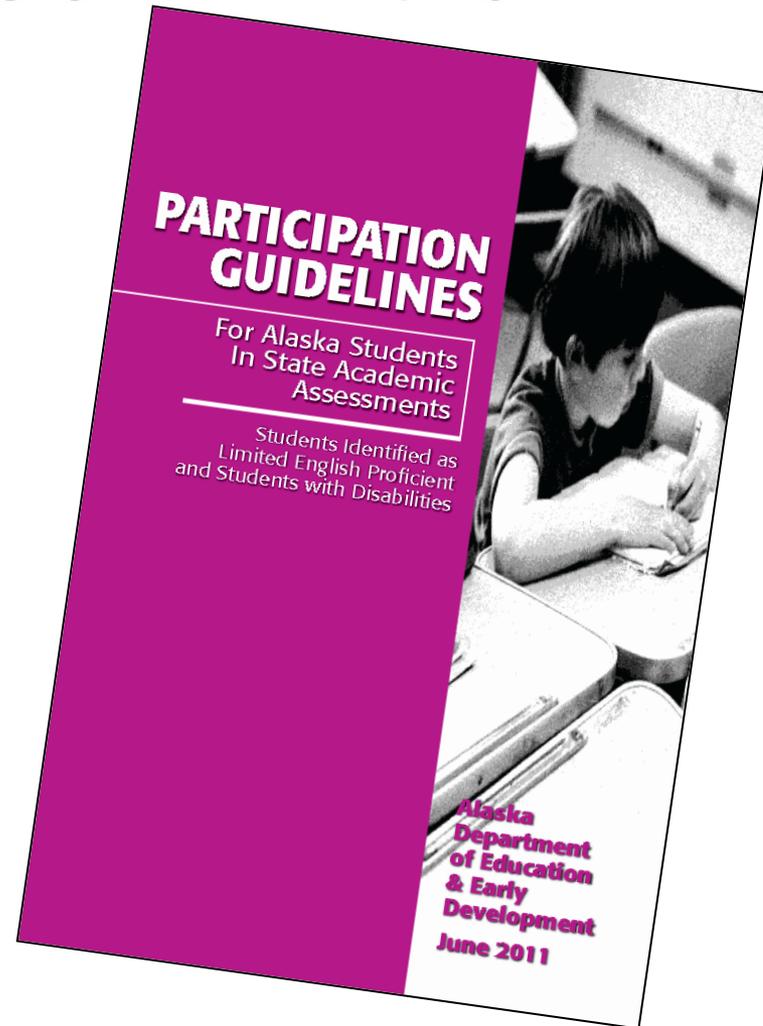
- Alaska tests system matrix
  - Who gets tested, with what, and when
- Confidentiality agreement for EOA document
  - Answers to Proficiency exams are confidential and must be checked out and returned

# GENERAL UPDATES

- EED has renewed a six-year contract with Dillard Research Associates (DRA) for the Alternate Assessments in reading, writing, mathematics, and science
- The test window is ten weeks 1/30-4/6/2012
- Braille/Large Print orders collected October
- Alternate assessment data is now included in Data Interaction for Alaska Student Assessment (DIASA)
- ADA clarified short term disability (see #12 updates on <https://ak.k12test.com/>, Training Tab, Updates

# PARTICIPATION GUIDELINES

- **Revisions address**
  1. New limited English proficiency (LEP) accommodations;
  2. Alternate Assessment program and provide clarity;
  3. The Flexible Schedule accommodation has been changed for an earlier submission date - 20 days before testing;
  4. The accommodations for the students with disabilities have been updated and provide more clarity.
  
- **Discard September 2007, version**



# ELOS TEST ITEMS, FORMS OF TESTS

- ◉ Early entry points developed by a committee
- ◉ ELOS test items developed from early entry points
- ◉ ELOS tests packaged into grade bands
- ◉ Each grade band contains 3 tasks, 15 items
- ◉ Continue to follow the 3 tasks, 3 consecutive items with zeros to stop administering standard test items and move to ELOS items
- ◉ Two complete forms (A and B) of Alternate

# WORK READY/COLLEGE READY REGULATION - 4AAC06.775

- ◉ SWSCD in grades 11-12 may take the Work Keys assessments in applied mathematics, reading for information, and locating information
- ◉ IEP team to determine if these assessments support the transitional plan of the IEP
- ◉ Assessors should enter while entering caseload - February 17, 2012.
- ◉ LCI information open until April 13, 2012

# LEARNER CHARACTERISTIC INVENTORY

- ◉ Part of required student demographic information collected
- ◉ Instead of re-programming the section, added a link to EED's survey monkey site
- ◉ Purpose is to give EED a better picture of students taking the AA
- ◉ Student and assessor information remains confidential

# STANDARDS REVISION

- EED is revising the reading, writing, and math standards for grades k-12.
  - Stakeholder meetings: October 11-12, and November 10-11. Recruitment has started.
  - The standards will be presented to the State Board December 2011, and out for public comment.
- ExGLEs will undergo a review or alignment study.
- The new standards will be assessed spring 2015

# NATIONAL CENTER STATE COLLABORATIVE (NCSC) PROJECT

- ◉ AK is a member of this national consortium
- ◉ Funded by OSEP
- ◉ Purpose: develop new approaches to serving and assessing SWSCD
- ◉ alternate assessments, curriculum and instruction, provide professional development, communication triage, explore what college and career ready looks like for SWSCD
- ◉ AK completed Teacher Orientation Survey, Focus Group, COP meets 10/27/11, LCI information will be provided in spring

# ONGOING: RELIABILITY & VALIDITY STUDIES

- ◉ Writing Study - score behinds
- ◉ Purpose is to evaluate clarity of scoring writing instructions and provide better examples to assessors
- ◉ Grades 8 and 10
- ◉ Scoring protocols and student materials will be collected by DTCs
- ◉ DO NOT SHRED!
- ◉ Collect and ship: April 9-13, 2012
- ◉ More information to follow via email to mentors and February DTC training

# National Center and State Collaborative General Supervision Enhancement Grant (NCSC GSEG)



## Alaska's Mentor Group Overview

October 26, 2011

The contents of this presentation were developed under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made.



# Community of Practice Presenters

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- Judy Kraft [judy.kraft@uky.edu](mailto:judy.kraft@uky.edu)
  - Lou-Ann Land [lland@uky.edu](mailto:lland@uky.edu)
-

# Goals of the CoP Session

- Understand the NCSC GSEG goals
- Develop working understanding of College and Career Readiness (CCR)
- Understand importance of communication
- Develop an understanding of Alaska's Standards
- Complete an individual action plan

Overview

# NCSC GSEG



# National Center and State Collaborative (NCSC)

## Building an assessment system based on research-based understanding of:

- technical quality of AA-AAS design
- formative and interim uses of assessment data
- summative assessments
- academic curriculum and instruction for students with significant cognitive disabilities
- student learning characteristics and communication
- effective professional development

# Theory of Action

## **Long-term goal of NCSC:**

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options.

## **A well-designed summative assessment alone is insufficient.**

To achieve this goal, an AA-AAS system also requires:

- Curricular & instructional frameworks
- Teacher resources and professional development

# NCSC Work Group Structure

## **Assessment Design** Work Group 1

Lead: NCIEA and  
State Representatives

## **Curriculum & Instruction**

Work Group 2

Lead: UNCC and  
State Representatives

## **Management Team**

Lead: NCEO and  
State  
Representatives

## **Professional Development** Work Group 3

Lead: UKY and  
State Representatives

## **Evaluation** Work Group 4

Lead: edCount, LLC and  
State Representatives

# CoP' s focus: Instructional Context

Teachers are given resources for and training on instruction in academic knowledge and skills needed for college and career readiness

Teachers have the knowledge and orientation necessary to access the standards and provide academic instructions

Appropriate communication methods/resources are recognized and made available to the student and teacher

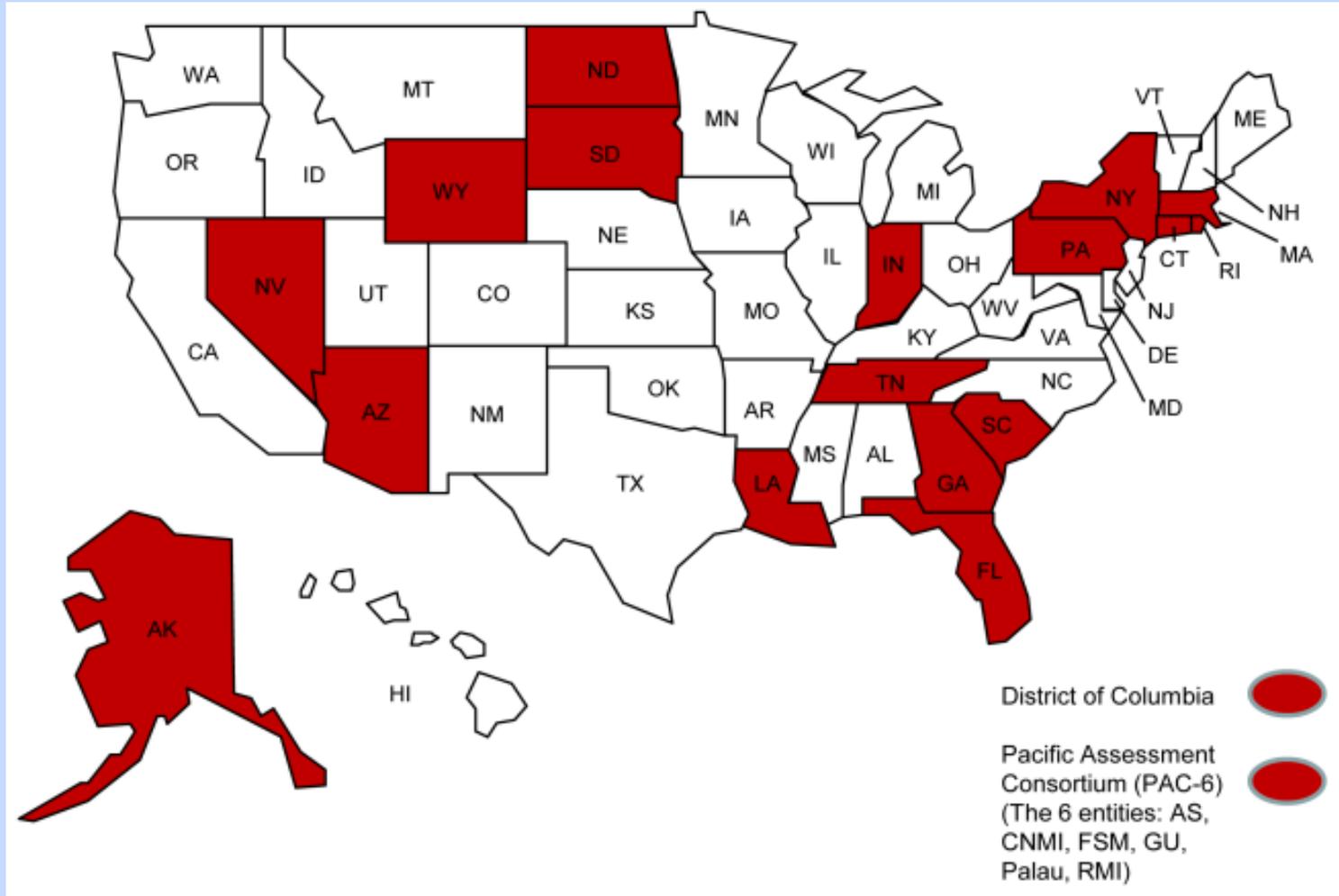
Teachers provide instruction aligned with grade-level content academic expectations necessary for college and career readiness

# NCSC Partners

## Centers

- NCEO
- NCIEA
- UKY
- UNC C
- edCount, LLC

## States

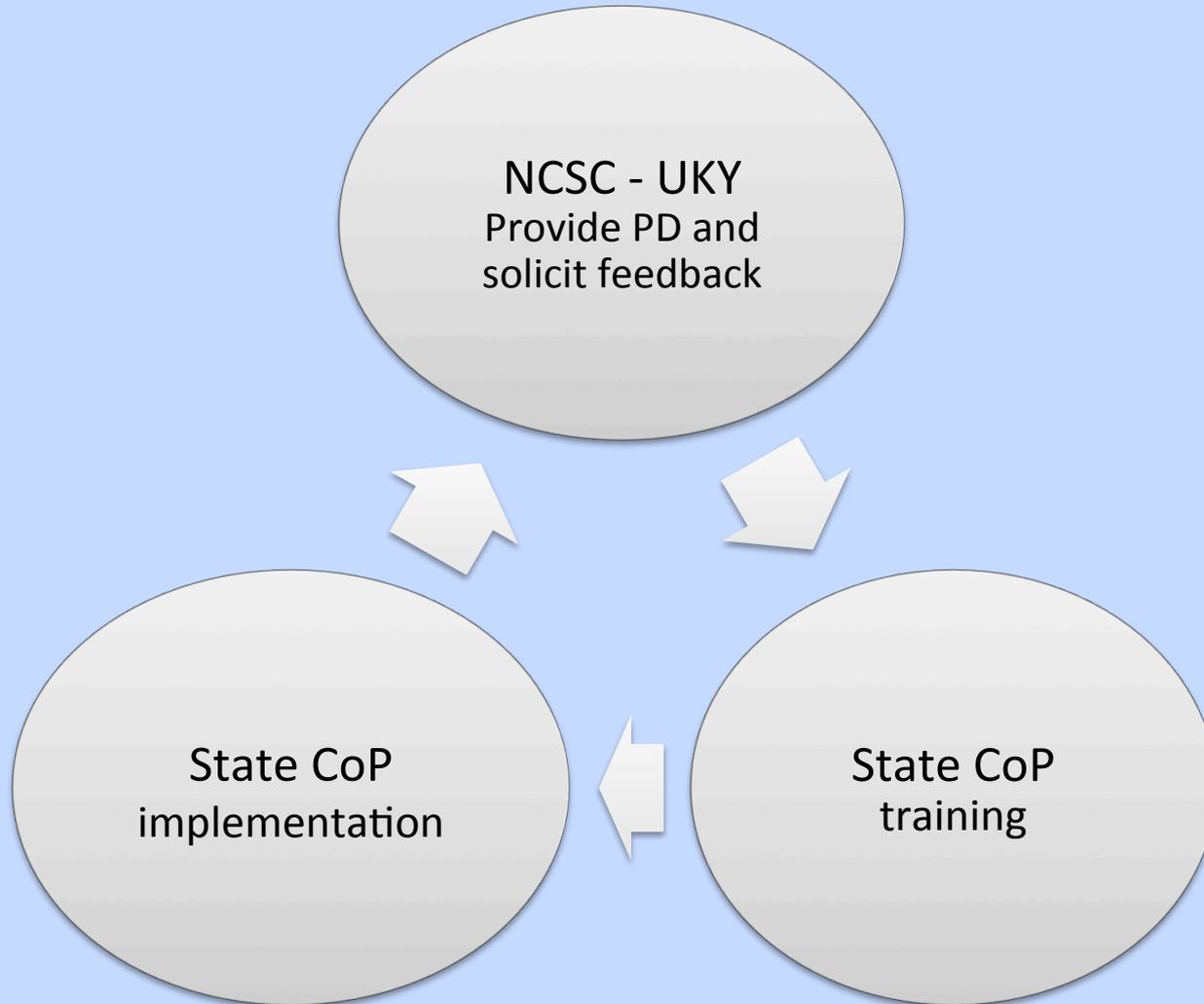


Overview

# Communities of Practice



# NCSC Work Group III PD



# A Community of Practice -

Stakeholders are selected by specific guidelines to represent a broad support group for teachers.

## Here's the Research:

- Barber & Fullan, 2005 - CoPs will provide a network of support in each state to build the curriculum, instruction, and assessment infrastructure through training and technical assistance.
- Carroll, Fulton, & Doerr, 2010 - CoPs will try out and provide feedback on model curriculum resources for teachers serving SSCD and supports for developing communicative competence.

# The Vision / Path / Goals of the CoP

- The CoPs are stakeholders across participating states willing to assist in project activities:
  - cognitive labs and small-scale item/lesson plan tryouts
  - item reviews
  - field tests
  - standard setting and
  - validity evaluation activities (focus groups)

Over view

# COLLEGE AND CAREER READINESS



# College and Career Ready for All...

- Components in a Comprehensive Definition of College Readiness for Typical High School Students
  - Key Cognitive Strategies
    - Problem solving, reasoning, analysis, interpretation, critical thinking
  - Key Content
    - Full Access to the general curriculum to maximize life long learning
  - Academic Behaviors
    - Self monitoring, time management, using information resources, social interaction skills,
  - Contextual Skills and Awareness
    - Seeking help with admissions, procedures, group interaction skills (Conley, 2007)

# Postsecondary College Programs are About Opportunities

- Academic and Instructional
- Employment/Career
- Independent Living/Residential
- Social



# Here's what Kearns et al recommend....

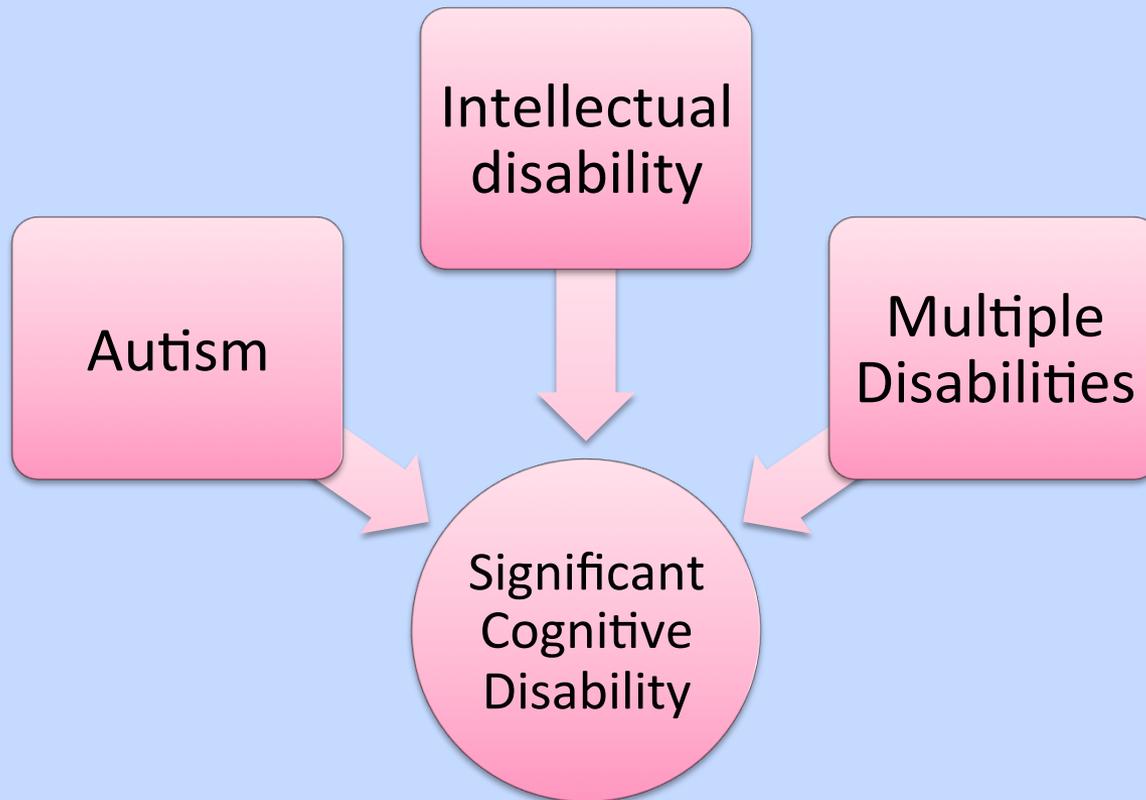
- Maximize communicative competence
- Provide full access to the academic content for life-long learning
- Develop appropriate social skills
- Develop independent work behaviors
- Develop support access skills
  - (Kearns, Kleinert, Harrison, Shepard-Jones, Hall, Jones 2011)

Overview

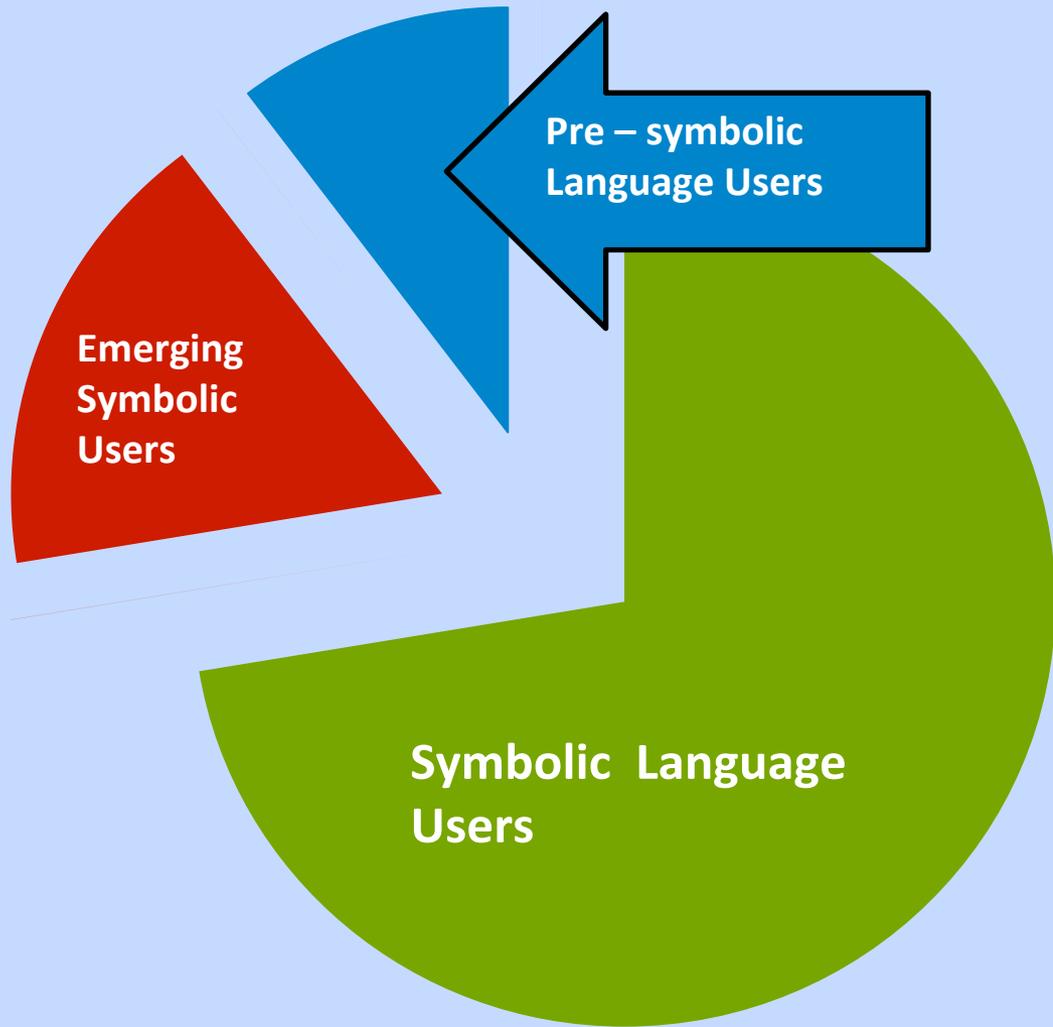
# COMMUNICATIVE COMPETENCE



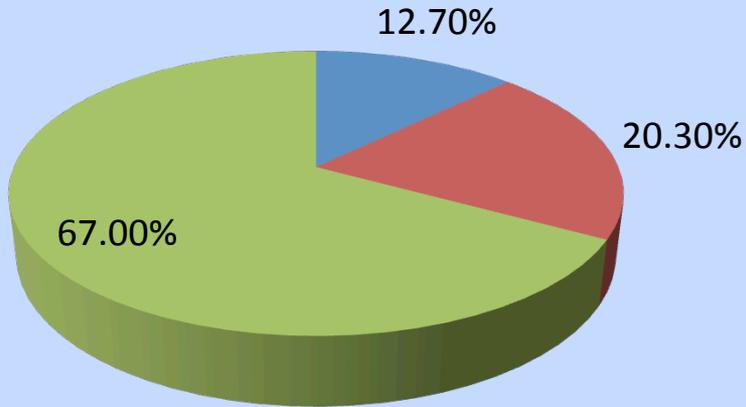
# Is “intellectual disability” synonymous with “significant cognitive disability?”



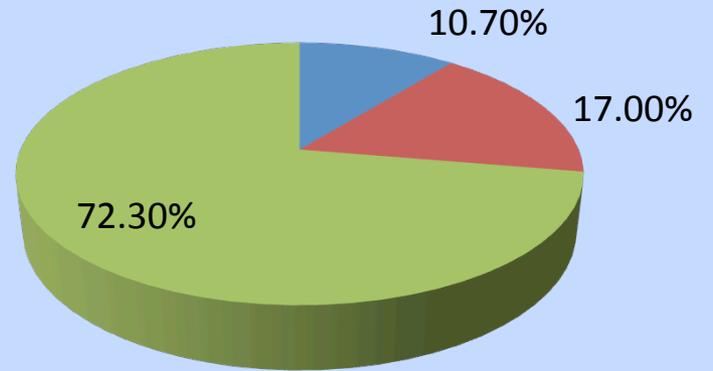
# Symbolic Language Level



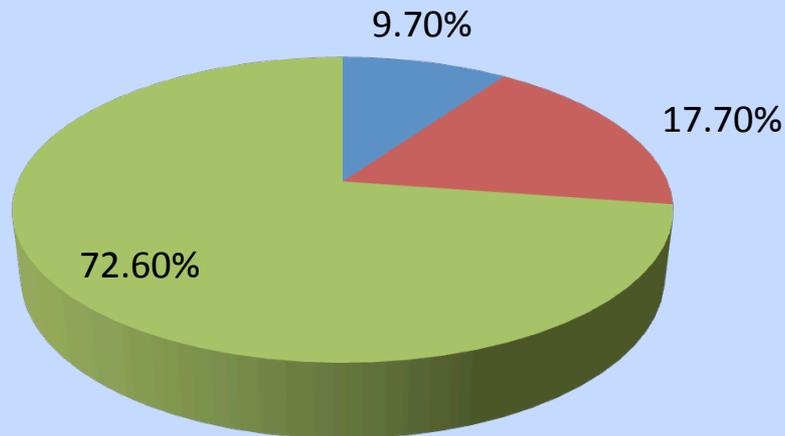
### Elementary School Grade Band Expressive Language



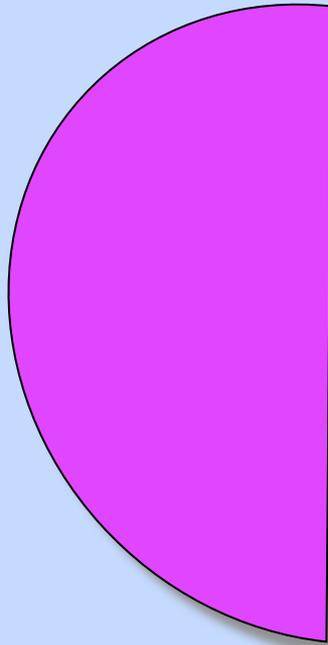
### Middle School Grade Band Expressive Language



### High School Grade Band Expressive Language



# More Concerning



**Only 50% of the students in the emerging or pre-symbolic levels in our seven-state sample used AAC as part of their educational programs.**

# Evidence Based Practice from 20 Years in Augmentative Communication

Snell et al, 2010

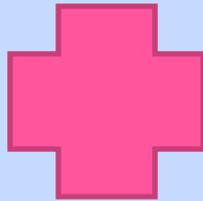
- 116 articles published between 1987 and 2007 in refereed journals
  - described a communication intervention
  - involved one or more participants with severe intellectual and developmental disabilities
- The evidence reviewed indicates that 96% of the studies reported positive changes in some aspects of communication.
- These findings support the provision of communication intervention to persons with severe intellectual and developmental disabilities.

# Rowland & Schweigert, cont.

- ...progress through different levels of representation did not occur in a predetermined sequence, nor did it require experience with every level of representation.  
p.73

# Intent

# MODE



# Listener Comprehension

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## Successful Communication

**Language** – implies standardization, rules, and *symbols*; implying mutual understanding by the individuals who share knowledge of the language system

**Communication** – implies a much broader set of *output behaviors and combinations of output behaviors which may or may not be of a standardized form*, but which convey intent and are understood and “readable” by the listener

# Curriculum & Instruction



# Alaska's State Standards and Students with Disabilities

- “Students with disabilities...must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers.”



# Using Alaska's State Standards to Address Instruction

Teachers should...

- apply strategies for linking to grade level content instruction
- identify clear instructional goals and objectives so that the construct being measured is not compromised
- identify the construct being measured during an assessment so that student performance measures what is intended

That results in...

- student work that reflects appropriate constructs in reading, mathematics, and science

Community of Practice

# NEXT STEPS

# Webinar Topics

- Communication Competencies
- College and Career Readiness
- Curriculum and Instructional Resources
  - Reading
  - Mathematics
- Other

# NCSC GSEG



**Developing a system of assessments supported by curriculum, instruction, and professional development to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options.**

For more information, contact Project Director Rachel Quenemoen at [quene003@umn.edu](mailto:quene003@umn.edu) or 612-708-6960. The contents of this presentation were developed under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made.