

Administrator Survey on the Impact of Alternate Assessment

The purpose of this survey is to learn more about the impact of alternate assessment for students with significant disabilities. Please read the instructions accompanying each section of the survey. Please answer all the questions based on your perception of the alternate assessment task(s) and the process currently used in your state and district.

I train or supervise teachers who complete alternate assessments for students with significant disabilities who are unable to participate in districtwide/statewide accountability testing.

- Yes
 No

Section A

Fill in the bubble of the option that best describes your opinion about alternate assessment for students with significant disabilities who are unable to participate in districtwide/statewide accountability testing.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ Don't Know
1. Special education teachers have a greater knowledge of the general education curriculum as a result of participating in the alternate assessment process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Special education teachers have a thorough understanding of the alternate assessment process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Special education teachers have more paperwork as a result of alternate assessment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Special education teachers are given release time to complete alternate assessment components.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. All special education teachers of students participating in alternate assessment have access to similar technology tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Special education teachers are given additional resources to complete alternate assessment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Special education teachers are formally trained in the alternate assessment process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Alternate assessment helps special education teachers keep track of progress of students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Alternate assessment has improved the instructional strategies used by special education teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alternate assessment has raised special education teachers' expectations for students with significant disabilities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Alternate assessment has raised general education teachers' expectations for students with significant disabilities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Alternate assessment has increased special education teachers' stress level.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Alternate assessment has increased the amount of required training for special education teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students' IEPs reflect individualized students' needs versus alternate assessment components.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Schools with programs that serve students with severe disabilities have a climate that values all students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Alternate assessment is beneficial to students' learning outcomes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Principals have a thorough understanding of the alternate assessment process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Principals support teachers at their school sites participating in alternate assessment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Alternate assessment has increased principals' involvement in exceptional children programs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Alternate assessment has increased principals' understanding of the needs of students with disabilities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. My district devotes enough resources to implement alternate assessment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Support staff (i.e., paraprofessionals, occupational therapists, speech-language pathologists, etc.) are trained to collect data for alternate assessment purposes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Alternate assessment has increased positive communication between the school district and parents.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. There is central office staff designated to assist teachers with the alternate assessment process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 25. Alternate assessment has required revisions to the curriculum for students with disabilities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Alternate assessment has influenced my involvement with the development of the general education curriculum..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Alternate assessment has changed my views about students with disabilities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Alternate assessment has increased my work load..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section B

How much do you believe the following influences scores on the alternate assessment?

- | | A lot | Some | A little | None |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 29. teacher knowledge of the scoring process..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. amount of teaching experience..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. teacher knowledge of the alternate assessment process..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. teacher holding all students to high expectations..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. active participation of student in general education classroom..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. attendance of student in general education classroom..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. school culture accepting all students..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. available assistive technology to meet individual student needs.... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. available personnel to meet individual student needs... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. available curriculum to meet individual student needs..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. available adapted materials to meet individual student needs..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. parental involvement in the alternate assessment process..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. principal holding all teachers to high expectations..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. time spent in community-based activities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section C

43. What is your job title? _____

44. What state do you work in? _____

45. Approximately how many hours of training has your department/school conducted about alternate assessment in the past year?

46. Approximately how many complete alternate assessments have you reviewed in the past year?

47. What types of disability categories are used to describe students who participated in the alternate assessment? (Check all that apply)

- | | | |
|--|---|--|
| <input type="radio"/> Mild MR | <input type="radio"/> Learning Disabilities | <input type="radio"/> Traumatic Brain Injury |
| <input type="radio"/> Moderate MR | <input type="radio"/> Multiple Disabilities | <input type="radio"/> Orthopedic Impairment |
| <input type="radio"/> Severe-Profound MR | <input type="radio"/> Behavior/Emotional Disorder | <input type="radio"/> Other _____ |
| <input type="radio"/> Autism | <input type="radio"/> Visual/Hearing Impairments | |

48. Do scores from the alternate assessments influence individual school sites' accountability/accreditation status?

- Yes No Not yet determined Not applicable/ Don't know

49. What type of diploma do students with significant disabilities participating in alternate assessment receive in your district? (Check all that apply)

- | | | | |
|---|--|--|-----------------------------------|
| <input type="radio"/> Regular High School Diploma | <input type="radio"/> Certificate of Attendance | <input type="radio"/> Certificate of Achievement | <input type="radio"/> Other _____ |
| <input type="radio"/> Special Education | <input type="radio"/> Occupational or Vocational Diploma | <input type="radio"/> None | |
| <input type="radio"/> Certificate of Completion | <input type="radio"/> No state decision yet | <input type="radio"/> Don't know | |

50. Are you a school level administrator or district/state level administrator?

- school level administrator (proceed to question 51)
 district/state level administrator (proceed to question 56)

SCHOOL ADMINISTRATOR ONLY

51. What level is your school?

- Elementary Middle High

52. Does your school have a disability subgroup for No Child Left Behind?

Yes

No

Don't know

53. Approximately how many alternate assessments did your school submit in 2002-2003?

54. Approximately how many students were enrolled in your school in 2002-2003?

55. Approximately how many students with disabilities did your school serve in 2002-2003?

DISTRICT/STATE LEVEL ADMINISTRATOR ONLY

56. Approximately how many alternate assessments did your district/state submit in 2002-2003?

57. Approximately how many students were enrolled in your district/state in 2002-2003?

58. Approximately how many students with disabilities did your district/state serve in 2002-2003?

59. Which level best describes your position?

District

State

Thank you for your time. Please fax to Lynn Ahlgrim-Delzell at 704-687-2916