

Consequences Overview (from Synopsis)

SYNOPSIS OF THE DAATA TEACHER SURVEY

PURPOSE:

The teacher survey will investigate the effect of administering alternate assessments judged against alternate achievement standards on teachers and students, particularly as it relates to instruction and to learning content in reading, writing, and mathematics. The survey will address the impact of alternate assessment on instruction and learning in four areas:

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

WHO?

The target population of interest for this survey is special education teachers who administered at least one alternate assessment during 2005-2006. Within this group we plan to target two groups of teachers.

- Well informed teachers about their state's current alternate assessment. These are teachers the states identify as knowledgeable about alternate assessment and as resources for other teachers in the state, e.g. mentor teachers, qualified trainers, or master teachers.
- Representative of others in the state, requiring 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 needs to reflect proportional representation of special education teachers who administered alternate assessments during the assessment window.