Informal DTC Webinar: Q&A Session – January 11, 2017

Q: Is the 1% cap on all Extended Assessments or just ones meeting the standard?
> ESSA imposed a cap to limit, to 1.0 percent of the total number of students who are assessed in a State in each assessed subject, the number of students with the most significant cognitive disabilities whose performance may be assessed with an alternate assessment aligned with alternate academic achievement standards (AA–AAAS/Oregon's Extended Assessment)...
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> …States are federally required to assess all students in a State annually in **reading/language arts and mathematics** in grades 3–8 and once in grades 9–12 and to assess all students in the State in **science** at least once in each grade span (*i.e.,* grades 3–5, 6–9, and 10–12).

Q: Do we have to order any ELPA21 or extended tests? Or are these both online this year?
- The only paper booklet that districts should have ordered for ELPA21 was for the Braille version. The only paper versions of the Extended Assessment that districts are required to order are the Braille/Large Print versions—with the deadline for ordering these being January 20, 2017. Otherwise, the Oregon Extended Assessments will be available online and available for download on the district secure site on February 9, 2017. Please do not attempt to access prior to February 9, 2017.

Share Space Topics

Topic 1: I am going to have a professional development session for my teachers on using the Smarter Balanced practice test, tutorials, etc. and making sure students get to practice using the supports they will be given while they practice. I would love for advice, ideas, and key things to make sure to share with teachers. This is a PD in early February - *not* the formal training.

- Remind TAs that Text to Speech does not work when you have stacked translations on for math
- I created a scavenger hunt to encourage students and teachers to use and look at how the tools worked
- Use the secure browser for practice tests for the most authentic experience
- I always remind my TAs that they can go through the practice/training test as a whole group rather than individually for the youngest students. Sometimes they forget that.
- Due to challenges with computer lab access most practice will take place in the classroom with a smart board. Screen shots have been created to "teach" location of Universal Tools, Designated Supports and which students will have access to during testing. Newsletters with info for home practice too.
- Some classroom teachers go through a practice or training test in their classroom as a group (projecting the test for all to see), then go to the lab for individual practice tests. LRC students get a second practice session so that teachers can focus efforts on how to use specific Des Supports and Accommodations.
- Utilizing the sample test questions during instruction from the practice test and remembering in math to show how to use the new calculator

Topic 2: This is my first year as a DTC and I'd like to know how other DTC's are conducting the mandatory STC and TA trainings. I'm looking for best and efficient practices.

- I do an STC Training and then they provide their building trainings. I create a one document resource page that has everything the STC needs to provide the training
- In a large district I hold a series of mandatory 2 hour trainings. STCs attend one and then I send out 3-4 newsletters with reminders and tips. The STCs then train at the schools.
- Make sure Educational Assistants (EAs) get trained. Sometimes they have different schedules than teachers if EAs will be TAs.
- We have 8 schools in our district. I train STC over 2 admin meetings. Then I go to each elementary school (5) and do 2 different trainings. For the secondary we train ALL MS teachers on in-service day and HS testing teachers as well. Q: I train secondary assistants separately because they have different needs & requirements in testing lab.
- I created reading assignments for staff that were distributed before Thanksgiving. During an in-service was given 90 minutes with all TA's to complete training. Hopefully you have served as at a TA and STC before if not, STC's will be your best resource.
- I trained all STCs in December (in a long session that allowed for plenty of "space" in the conversations). STCs had the option of bringing their TAs to my training, or training them themselves at a later date. I included activities between each module. I also meet with my STCs each month for about an hour (by level: elementary, middle, and high) to review topics and allow for them to share problems and solutions.
- Get sign-in sheets for each training. Easier to check than looking through security forms if you need to confirm someone was trained.
- We have about 4,500 students in our district...We offer a 3 hour training that we require 1 STC and 1 Admin from each school to attend together. We give them 2 different options as far as day/time to attend. During our training we utilize "Kahoot.com" to check for understanding and have group discussions.
- We also spend about 30 minutes of the time doing a "walk-through" of the TAM and OAM highlighting information they may need to refer to regularly.
- If we have any new STC's we schedule time to go to their building several times during testing to support them through their first year...including attending the training they give for their TAs.