Background

Technical assistance in three focus areas:
- Accessibility of the AA-MAS (OMAAP) reading assessment
  - Cognitive interview study
  - Designed professional development module for teachers to instruct and improve students test taking strategies
- Technical quality of data and documentation of the AA-MAS (OMAAP)
  - Expert review of technical documentation of OMAAP
  - Recommendations for improvement of documentation
  - Recommendations for studies to be conducted to support validity and alignment
  - Comparison of scores on AA-MAS (OMAAP) and regular assessment (OCCT) for same student
- State guidelines for assessment eligibility decisions and standards-based IEPs (OMAAP)
  - Revise eligibility guidelines to reflect
    - Federal regulations
    - State requirements
  - Revise guidelines for developing standards-based IEPs
  - Conduct annual monitoring survey Oklahoma Special Education Teacher Survey (OSET) that assessed teachers' knowledge of
    - Eligibility guidelines
    - Guidelines for developing and implementing standards-based IEPs
    - Student characteristics
    - Professional development needs

Research Questions

- What are the professional development needs of teachers of AA-MAS eligible students?
- What are the disability and behavioral learning characteristics of students who take AA-MAS?

Data Sources and Sampling

Two stage sampling procedure:
- First stage stratified district sampling of small, medium, and large districts
- Second stage random selection of special education teachers from each selected district
  - Small districts: 2 teachers
  - Medium districts: 4 teachers
  - Large districts: 22 teachers
The total number of teachers selected: 404 in 2007-08
422 in 2008-09
Response rates:
- 66% in 2007-08
- 74% in 2008-09

Disability categories of AA-MAS test takers, 2008
- Students from most disability categories took the AA-MAS
- Students most likely to take the AA-MAS
  - Learning disability
  - Other health impairments
  - Intellectual disability
  - Emotional disturbance
Percentage of teachers reporting that they had at least one student participating in the AA-MAS in the following disability categories:

Behavioral characteristics of students taking the AA-MAS, 2008
- Trouble with organizing and keeping track of their work
- Required frequent clarification of instruction and one on one support
- Difficulty with memorization
- Difficulty finishing assignments and were easily distracted
Percentage of respondents indicating that one or more students assessed on the AA-MAS in their classrooms exhibited the following behavioral characteristics all or most of the time:

Academic learning characteristics of students taking the AA-MAS, 2008
- Reading
  - Read slowly
  - Difficulty drawing inferences from grade level text
  - Difficulty answering comprehension questions on long passages
  - Limited awareness of narrative or expository text structures
  - Difficulty identifying the main idea
- Mathematics
  - Difficulty with problems requiring multi-step solutions
  - Difficulty understanding and applying mathematics procedures

Professional development needs of teachers of AA-MAS eligible students, 2008
- Teachers had many professional development needs
- More than half of the teachers wanted training in:
  - Teaching students organization and study skills
  - Improving student’s problem-solving skills
  - Increasing student’s persistence on tasks
  - Strategies for teaching comprehension of narrative text
Percentage of teachers indicating additional professional development needs for 2008-09:

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