

HSA-Alt Test Administrator Survey of Instructional Practices During the COVID-19 Pandemic

ASES Presentation, Hawaii Department of Education, December 17, 2020

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Q1 Do you work with AA-identified students?

158

“Yes” Responses

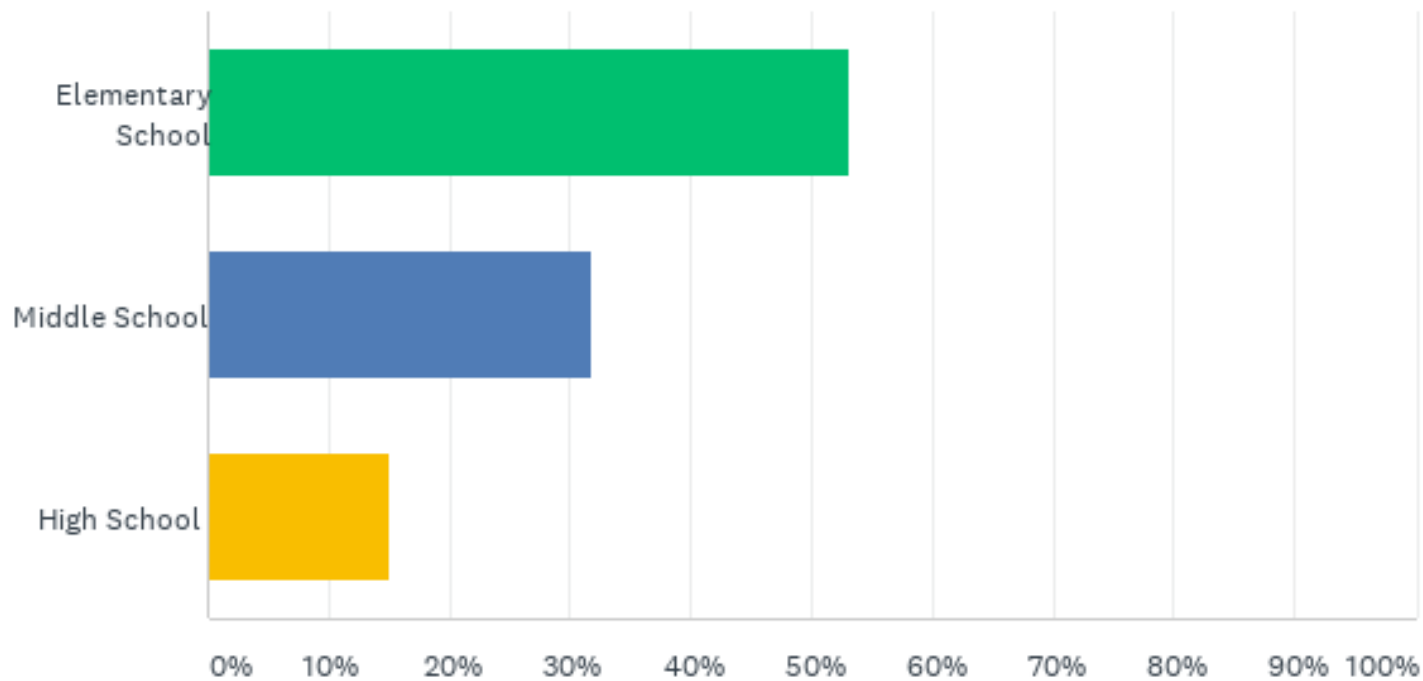
49% of 2020 TAs completed survey

Return Rate

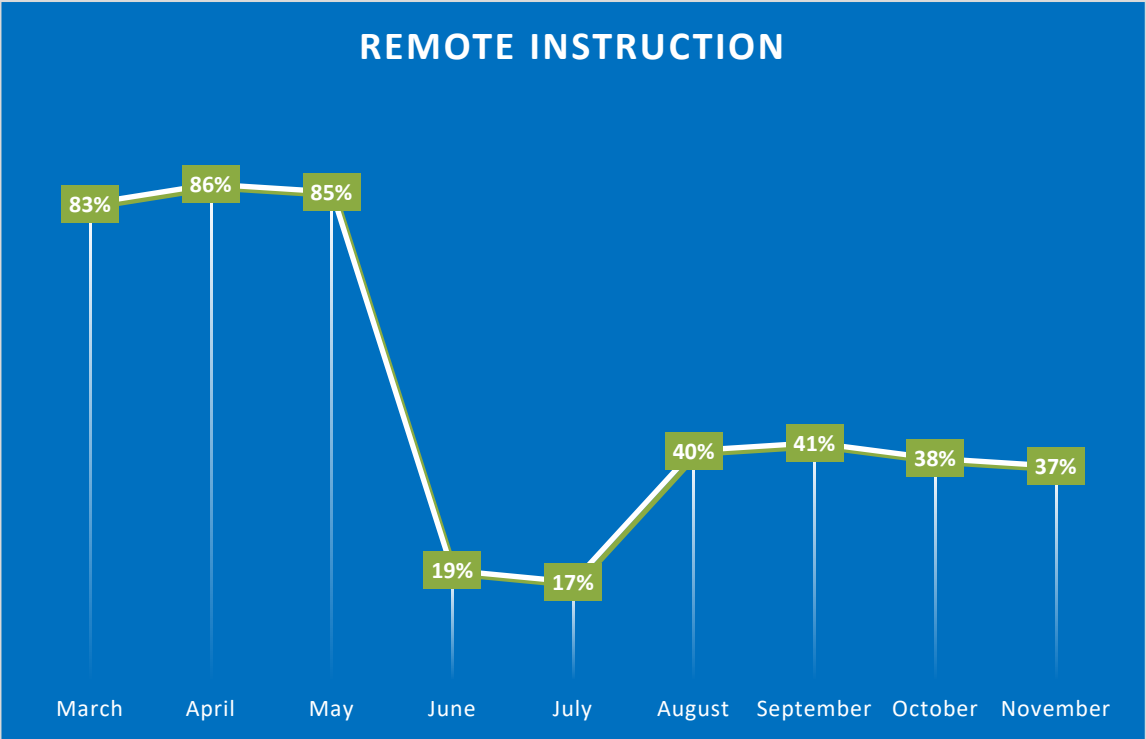
Survey was sent to 326 certificated Test Administrators based on 2019 - 20 S.Y. records

Data Collection Dates: November 16 – December 11, 2020

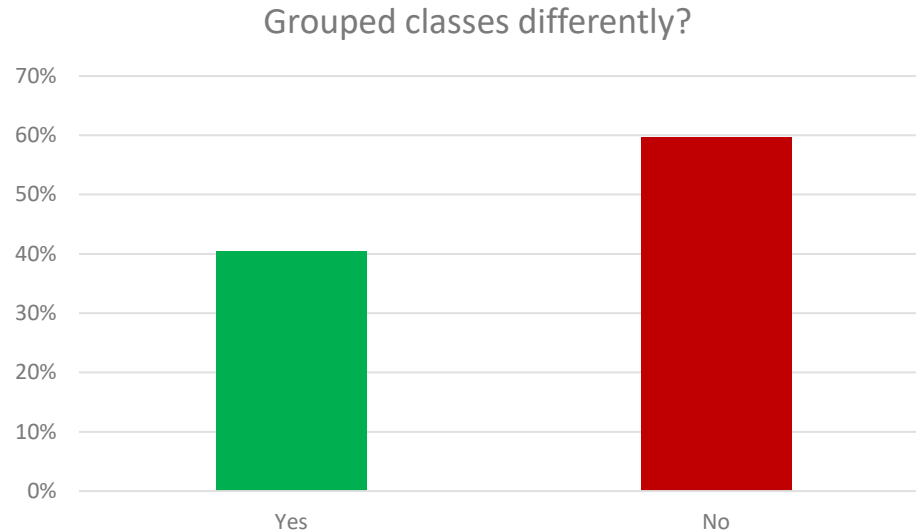
Q2 What grade levels do you work with?



Q3 Which instructional models have you utilized in the months since COVID?



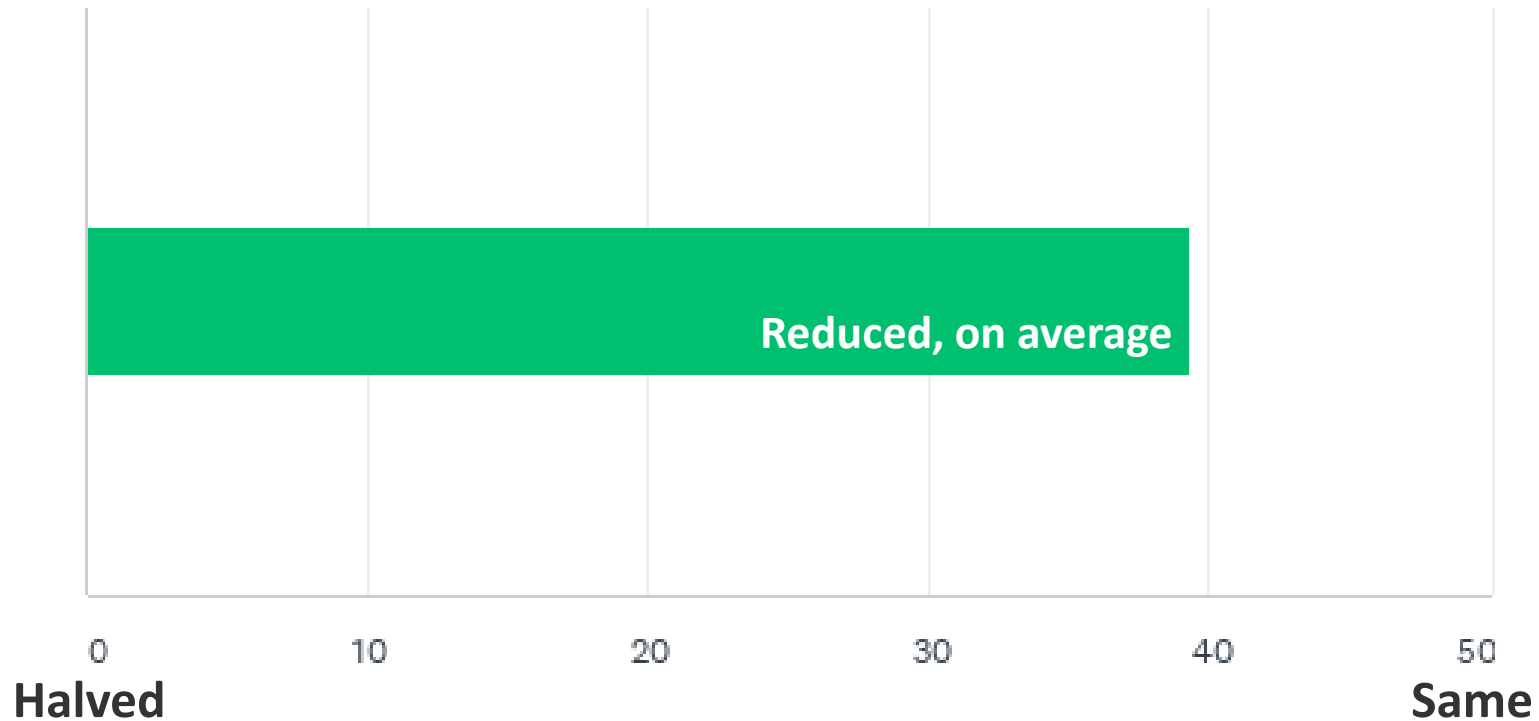
Q4 Have you or your colleagues grouped or organized your classes differently as a result of using a different instructional model?



“I have had to change most of my sessions to one on one or two on one sessions, as I cannot easily work with multiple students online. I've also had to change how and what sort of material I present as it is very difficult to get supplies to students for hands on activities.”

Q5 How has your class count been impacted, if any, by implementing remote instruction?

Answered: 150 Skipped: 9



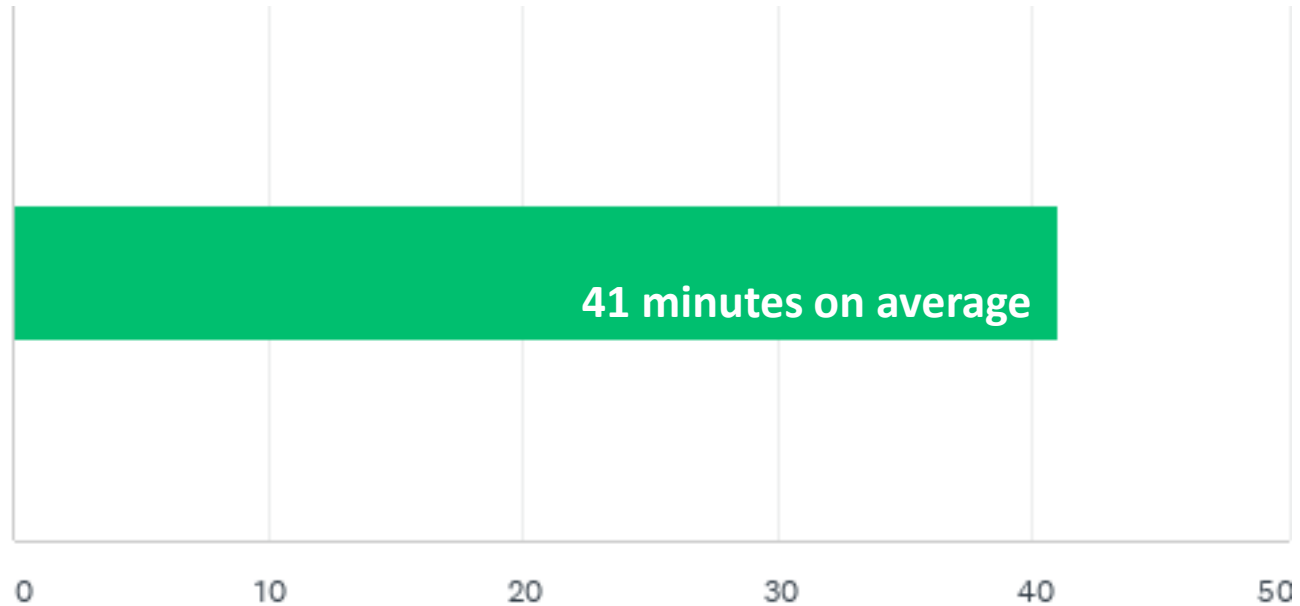
Q6 How has the frequency of your instructional delivery been impacted, if any, by implementing remote instruction?

Answered: 146 Skipped: 13



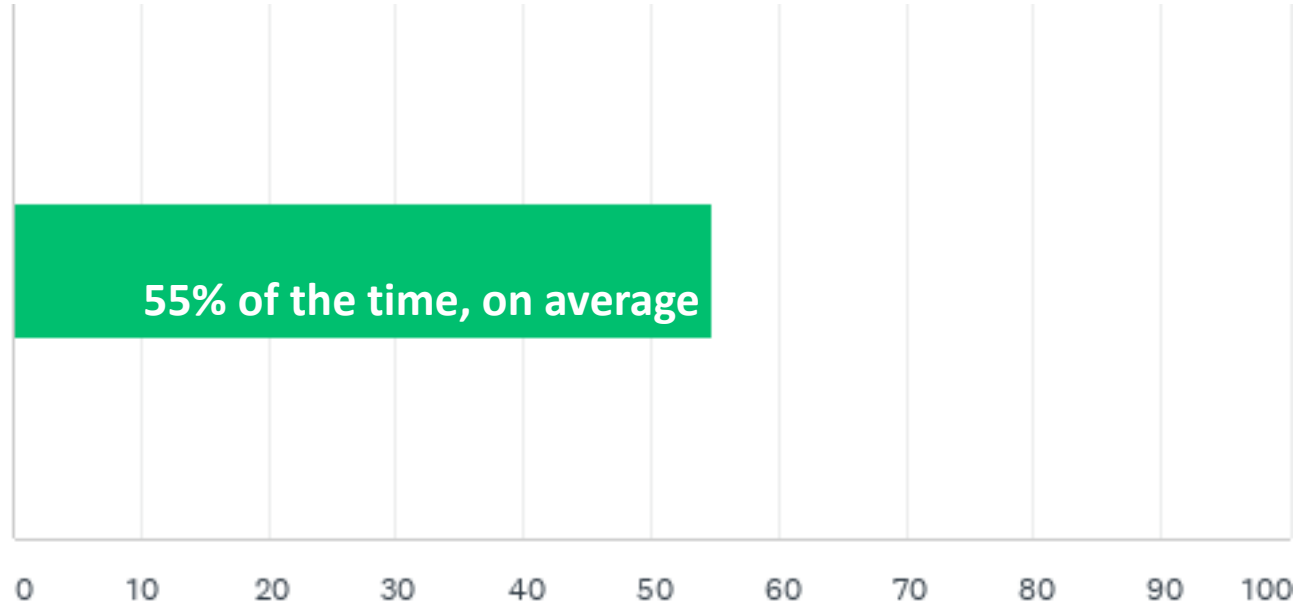
Q7 What is the typical time length (in minutes) of an online lesson that you have delivered?

Answered: 147 Skipped: 12



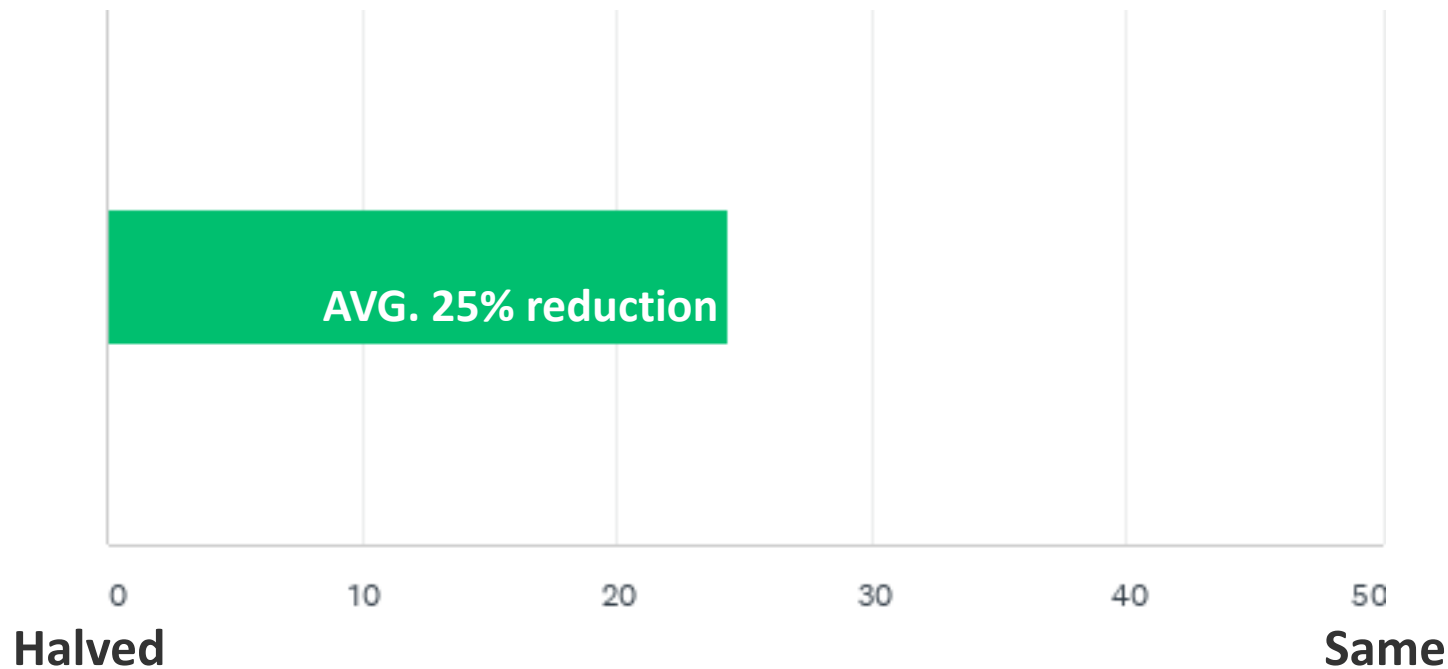
Q8 Of the time set aside for an online lesson, what percent of the time are students typically engaged in the learning?

Answered: 148 Skipped: 11



Q9 How does student engagement during remote instruction compare to in-person instruction?

Answered: 141 Skipped: 18



Q10 What barriers to engagement have you noticed, if any, for students with significant cognitive disabilities (SCD) when receiving remote instruction?

- “My student is easily distracted because he is at home. He will do things like walk away from the computer or ‘x’ me out.”
- “Not being face to face, modeling is a challenge, not being able to deliver physical praise, computer glitches, sound/hearing complications, distractions occur due to family member(s) present; student may be more apt to display inappropriate behaviors, etc...”
- “Remote instruction does not allow for me to quickly differentiate using manipulatives if I discover that my student is not understanding the lesson.”

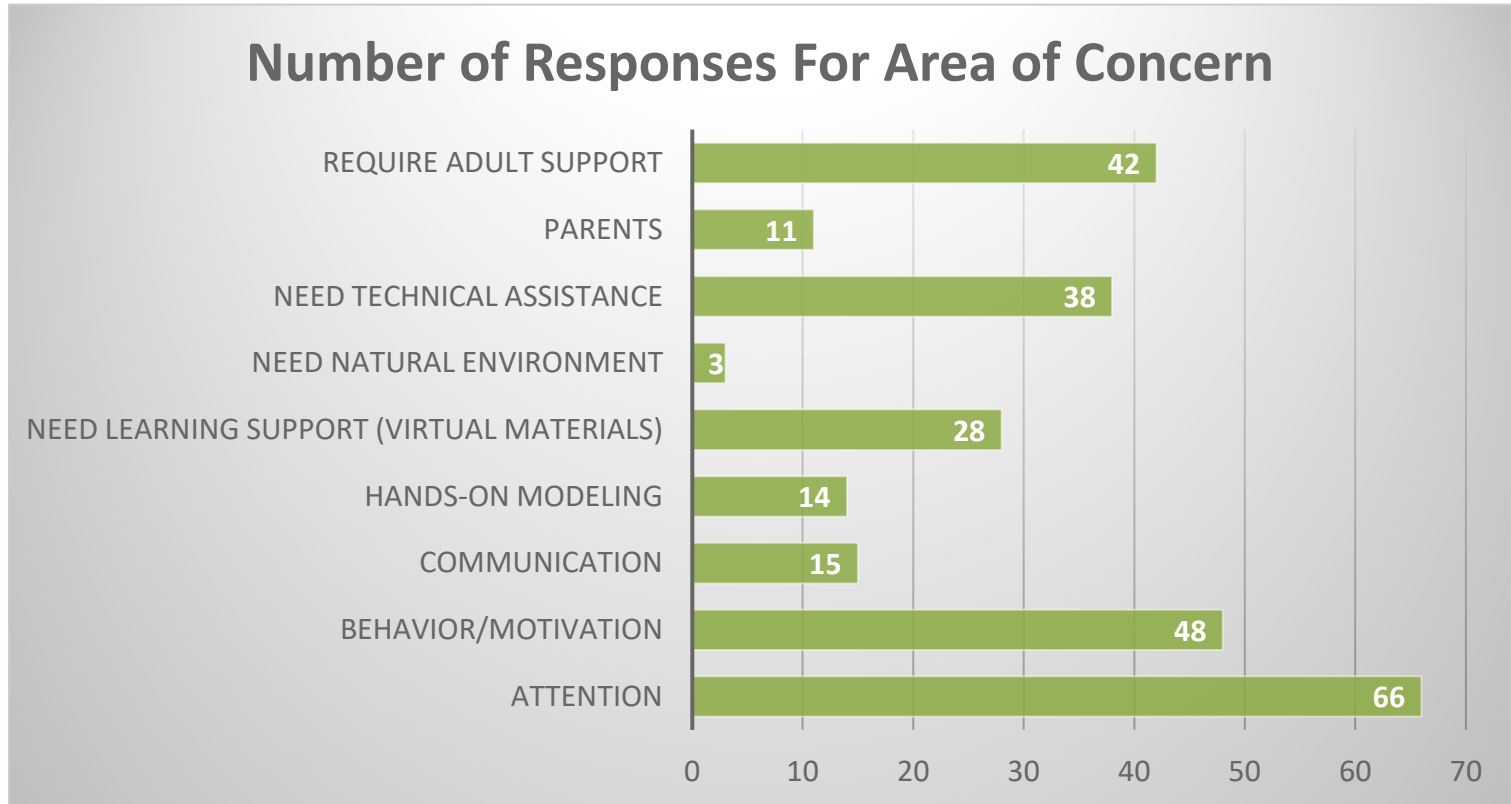
Q10 Additional Responses

- “Face to face and actual use of tools and equipment. Lack of tactile, kinesthetic, smell, and taste.”
- “Parents need to be involved with getting on and staying on. This does not always happen. Parents need the student to do the work. Some students do nothing, but all their work is done perfectly.”
- “The telepractice assistant (often the parent/grandparent) does not have the same training as an individual instructional support.”
- **“Home environment distractions are the biggest barriers to student engagement during remote instruction.”**

Responses to Q 10 indicating that barriers to engagement were surmountable

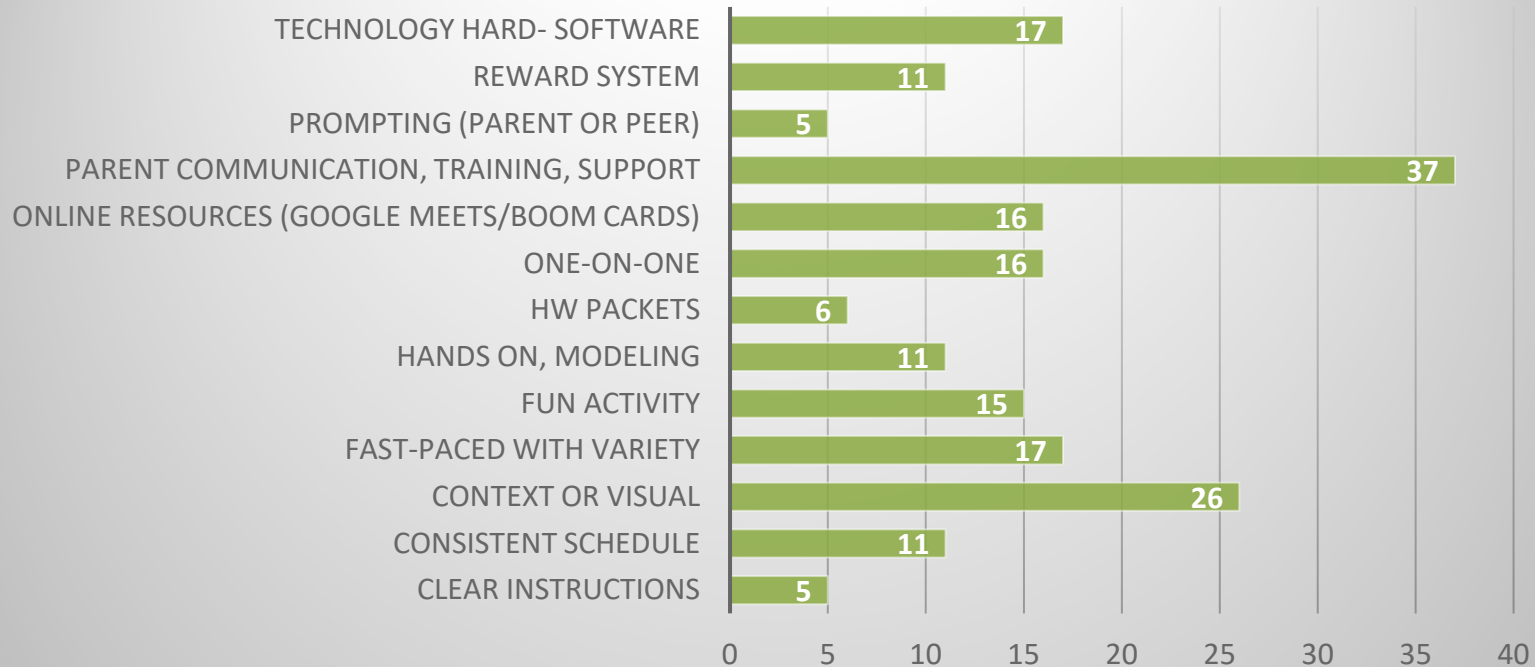
- **“Logging in and accessing the assignment at the beginning. Now there are no problems.”**
- **“Not only do I have students in seat every day, I have students attending virtually and creating online content, I am also creating packets and online content (that they can do).”**
- **“Some students focused even better with the on one one attention and all the neat online things we could do.”**

Q10 Barriers to Engagement During Remote Instruction - Coded Response Analysis



Q11 What strategies, if any, are effective at reducing barriers to access and engagement for students with SCD when delivering remote instruction?

Number of Responses Mentioning the Strategy



Q12 How is student attendance being calculated/counted during remote instruction?

Surprisingly, answers varied enormously.

From:

- “Student or parent must check in visually or via email with teacher each day if attending.”
- “Teachers are taking attendance based on logging in.”
- “Students must attend online with class at least 2.5 hours per day and do assignments to count as attending.”

To:

- “I count them if I see them.”
- “Attendance was not counted during remote instruction.”

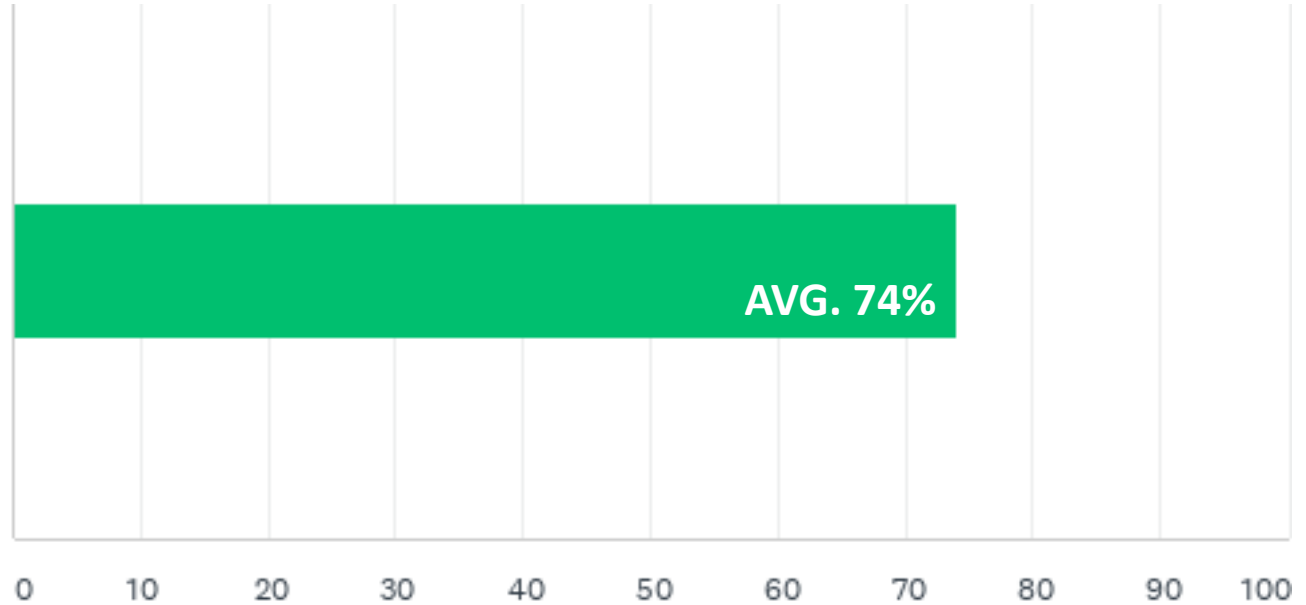
Q13 How does your student attendance rate compare to pre-COVID rates of attendance? How has student attendance changed, if any?

Answered: 147 Skipped: 12



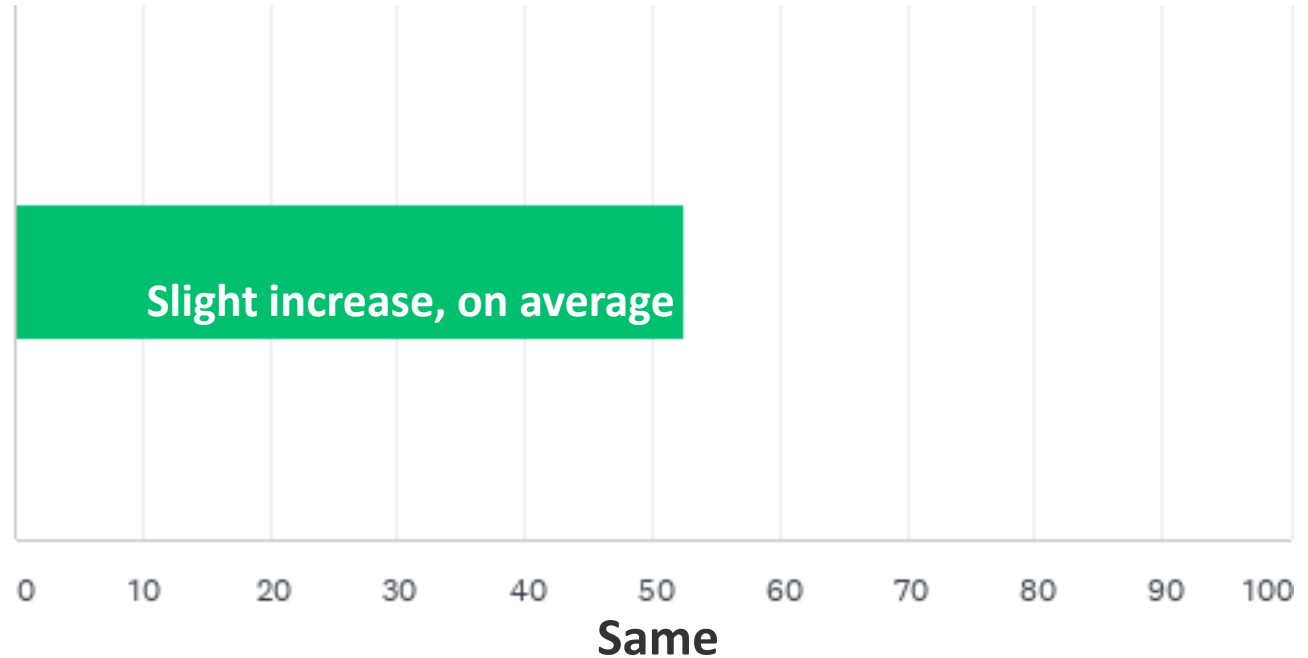
Q14 What percent of your student population is regularly attending lessons?

Answered: 153 Skipped: 6



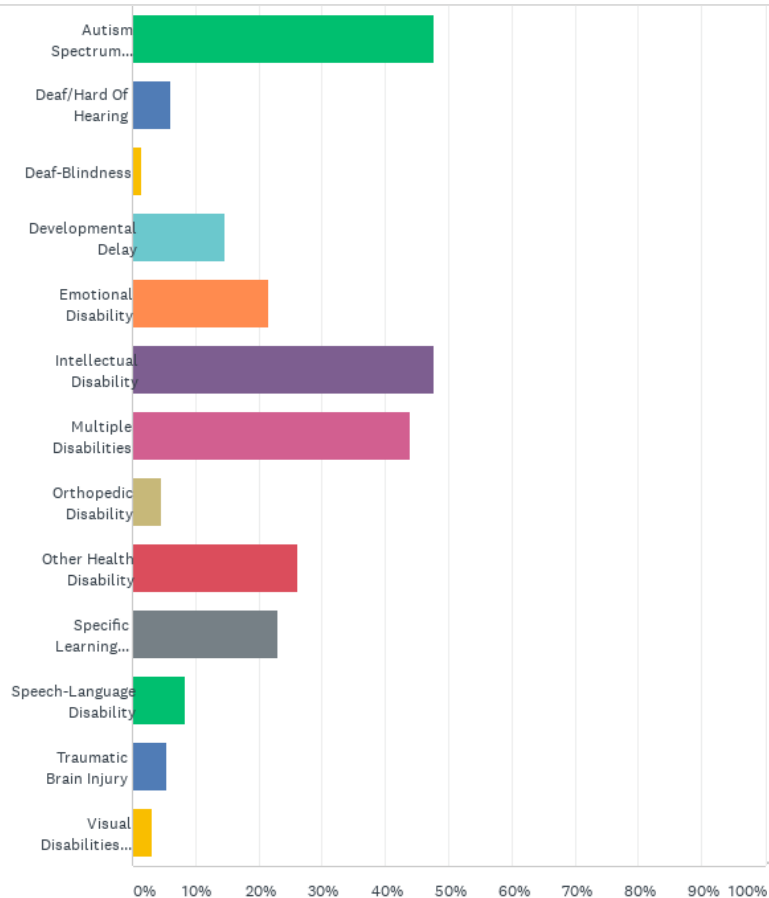
Q15 What changes, if any, have you noticed in the degree of chronic absenteeism for students with SCD since the COVID pandemic?

Answered: 147 Skipped: 12

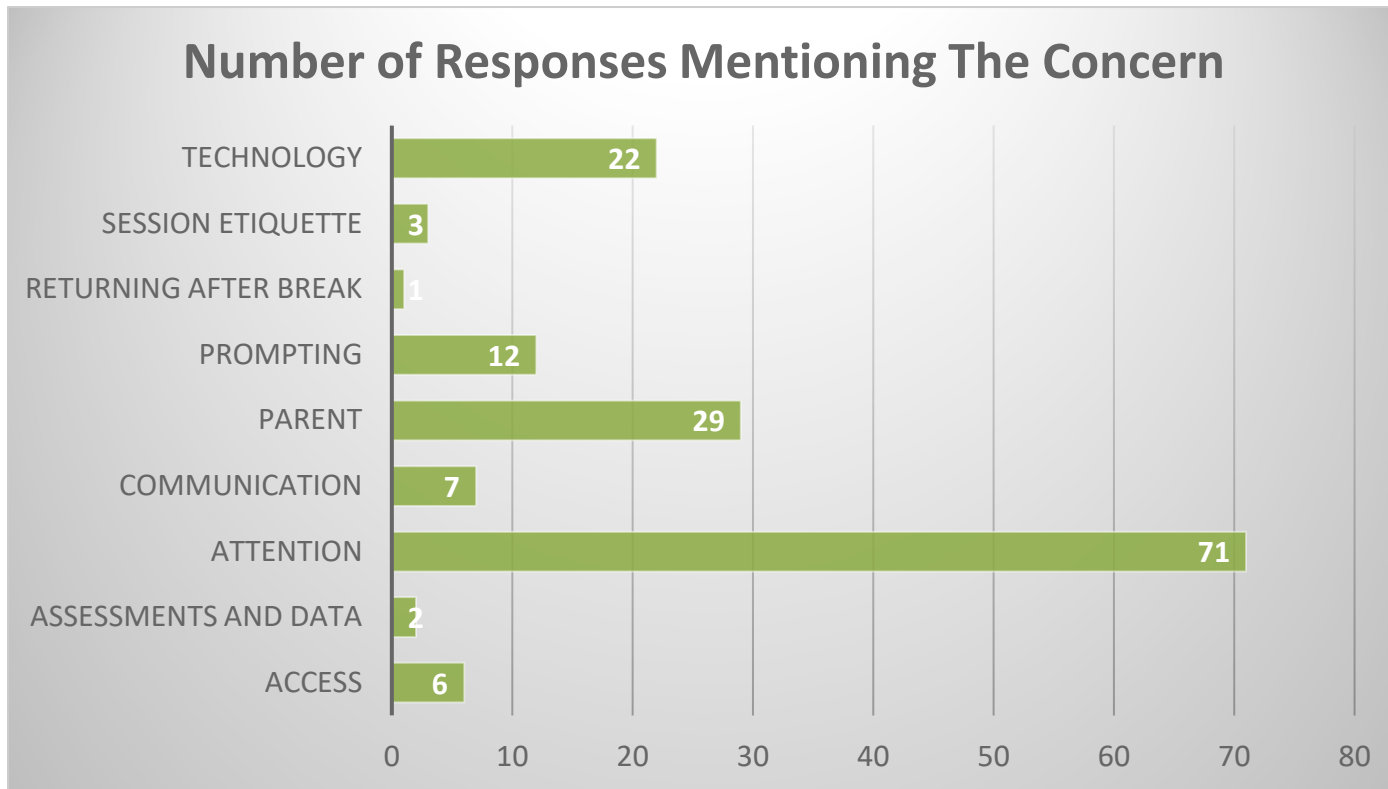


Q16 What disability categories, if any, seem to be most impacted by chronic absenteeism since COVID, and how so? (Select all that apply.)

Answered: 130 Skipped: 29

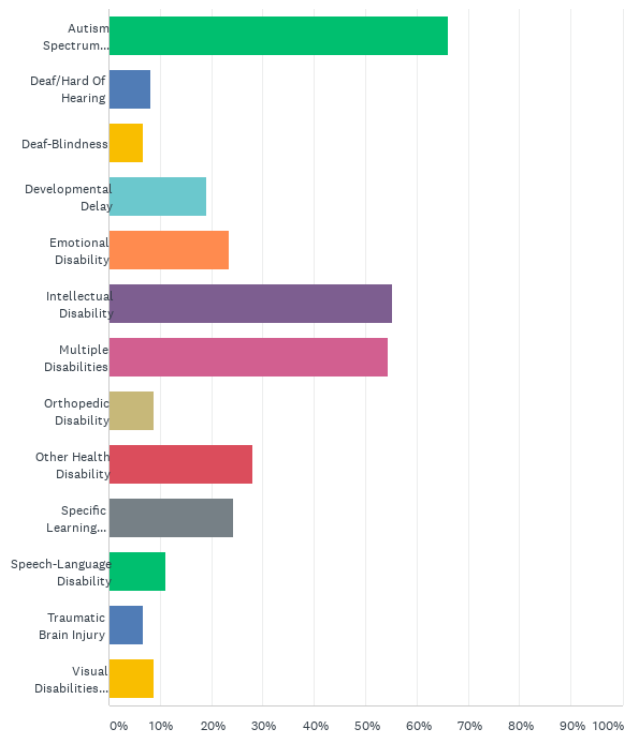


Q17 What issues, if any, did/do you have when delivering remote instruction to students with SCD?



Q18 What disability categories, if any, seem to be most negatively impacted by remote instruction? (Select all that apply.)

Answered: 136 Skipped: 23



Q19 Are there any specific resources that you would like to recommend for delivering remote instruction to students with SCD?

The following resources were mentioned by 30 of the 158, less than 20% of the survey respondents:

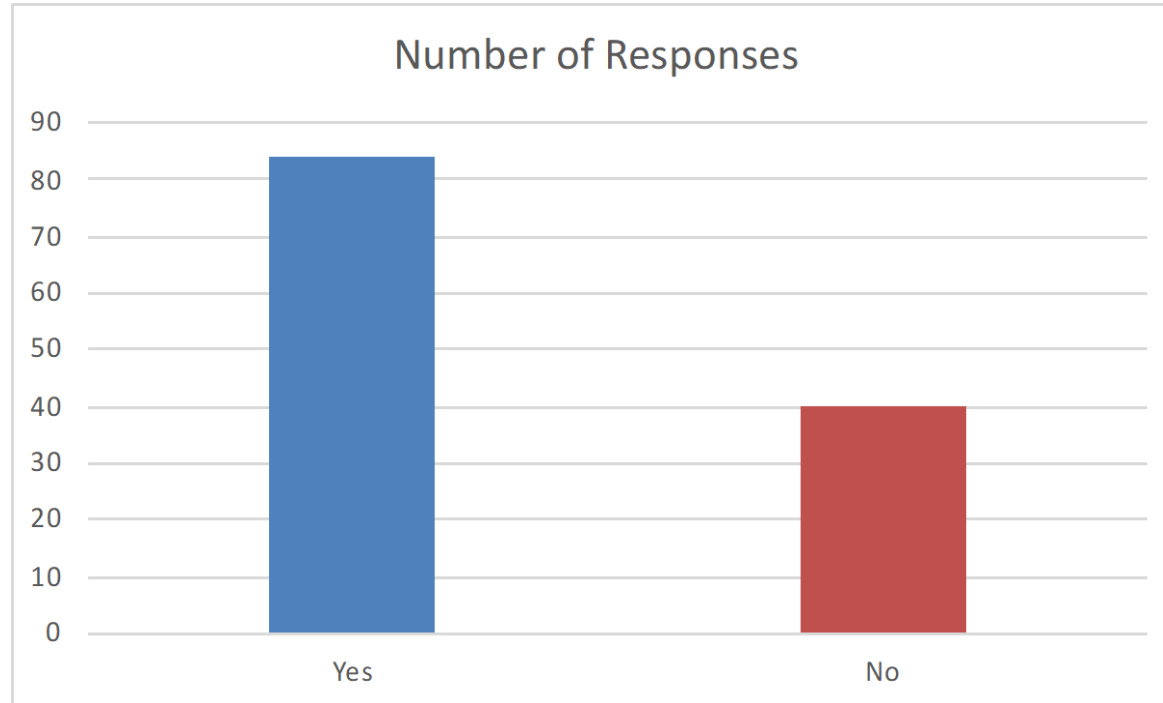
- Boom Cards (10)
- Google Classroom (6)
- Seesaw (3)
- Reading A-Z
- Computer 101
- Nearpod
- Moby Max
- Epic Books
- VIP kid
- Reading A-Z
- Screencastify
- Starfall Games
- GoNoodle
- Jamboard
- News2You
- Freckle

Q20 How much time is spent on tech support in and outside of instruction? How much tech support is needed for teachers and students?

- “In the beginning there was lots of tech support needed. Now parents are slowly gaining the understanding to use the programs with their child.”
- “In Quarter 1, we spent about 30-40% of instruction on technical support for students and teachers. In Quarter 2, we spend more like 10% on technical support.”
- “That depends on the students' and teachers'/staffs' individual abilities working on computers. Some require very little assistance while others require up to 95% assistance.”

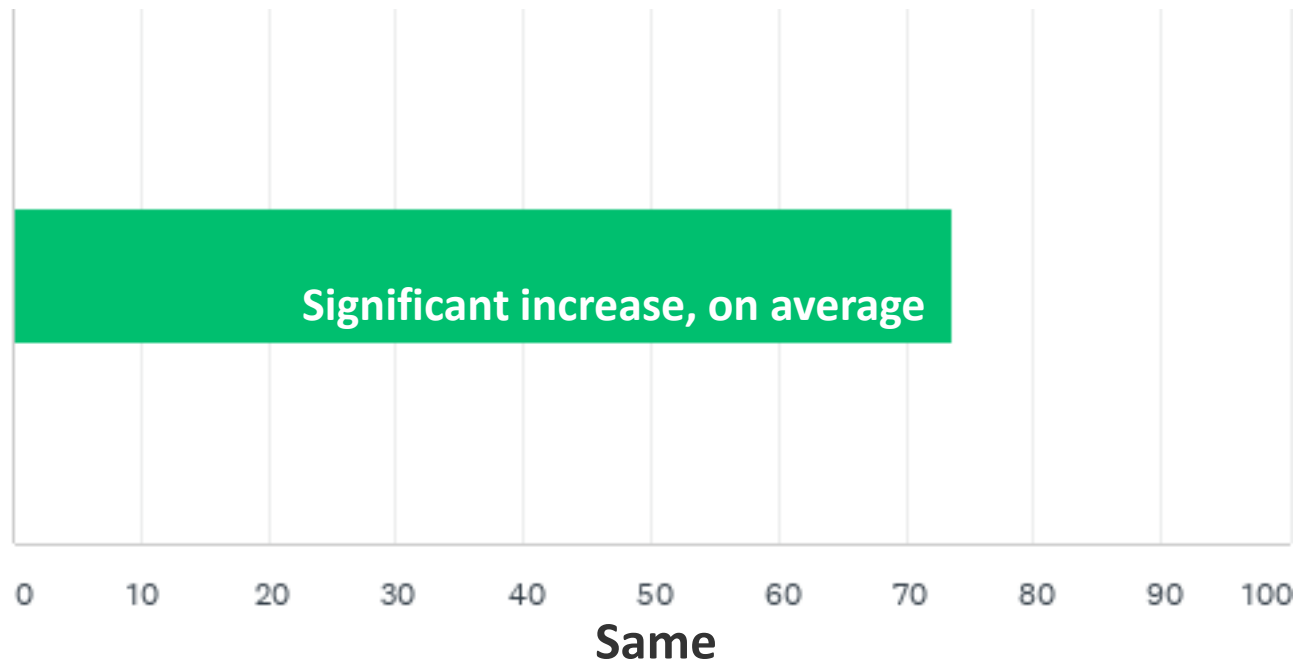
Q21 Do students have the same access to Assistive Technology and other tools during remote instruction?

32% of Surveyed Teachers Indicated that AT Access was Reduced during Remote Instruction



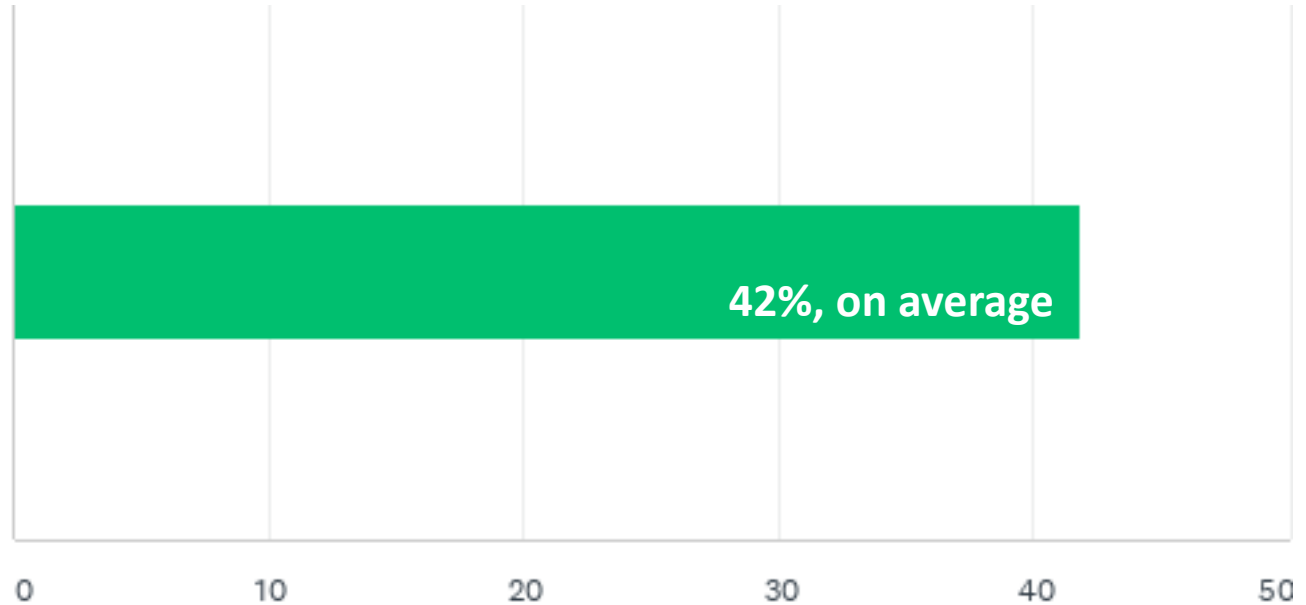
Q22 How does the time spent setting up technology in a remote learning environment compare to an in-person setting?

Answered: 149 Skipped: 10

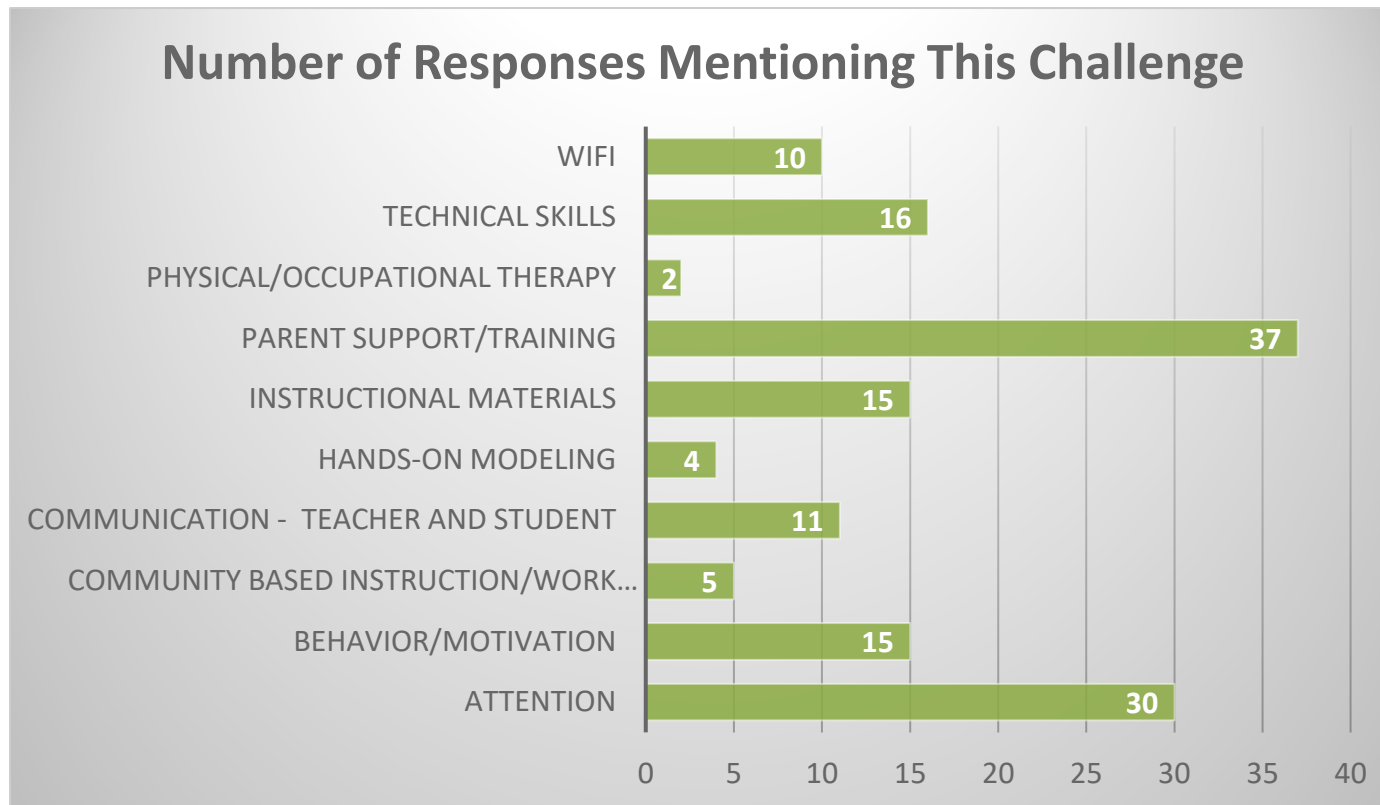


Q23 What percent of your remote instructional time is spent setting up technology?

Answered: 145 Skipped: 14



Q24 What challenges, if any, have you had in delivering services to students with SCD since COVID?



Last two survey questions:

Q25 In addition to specialized services (OT/PT/Speech Lang) are there other related services that are needed since COVID that are not usually needed? Are these services currently available? And if not, why not?

Q26 When considering COVID re-entry guidelines, what issues, if any, have you encountered or foresee encountering when delivering safe, in-person instruction to students with SCD ?