# 2020 Assessment Coordinator Survey Report



**CN180112 January 2020**

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## Introduction

In September 2020, the California Department of Education (CDE) launched the third annual local educational agency (LEA) Assessment Coordinator Survey. This work was undertaken by the Sacramento County Office of Education (SCOE) under the Assessment Validity and Outreach contract. The survey, which was sent via email to all California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) coordinators in the state, was designed to gather feedback and input on currently available assessment-related resources, training opportunities, and Tools for Teachers, the new formative assessment component of the Smarter Balanced Assessment System.

This report provides a detailed summary of the feedback received from the participants as well as a set of recommendations for improving the type and quality of support the CDE provides for LEA assessment coordinators.

### Survey Announcement

The Assessment Coordinator Survey was emailed directly to LEA CAASPP and ELPAC coordinators on September 8, 2020. Information about the survey was included in that week’s issue of the CDE’s *Assessment Spotlight*, and coordinators received a follow-up email one week before the closing of the survey as well as on the day the survey closed, reminding them to complete the survey.

### Survey Responses

Out of the 2,323 unique LEA coordinators who were contacted (coordinators holding both CAASPP and ELPAC coordinator roles were counted only once), 1,246 responded to the survey. Sixty-five of the respondents (0.05 percent) were screened out because they indicated they were not in an LEA coordinator role. The answers of the remaining 1,181 respondents are shown in this report.

1,181 survey respondents  
51 percent response rate

The comprehensive communication approach to the survey, outlined above, helped to elicit the high response rate of 51 percent.

## Respondents’ Demographic Information

**LEAs with fewer than 1,000 students enrolled were the group most underrepresented,** with 46 percent of survey respondents coming from LEAs of that size; 66 percent of LEAs in the state are of that size, as displayed in figure 1.   
[Link to accessible data table for figure 1](#_Table_1_–)

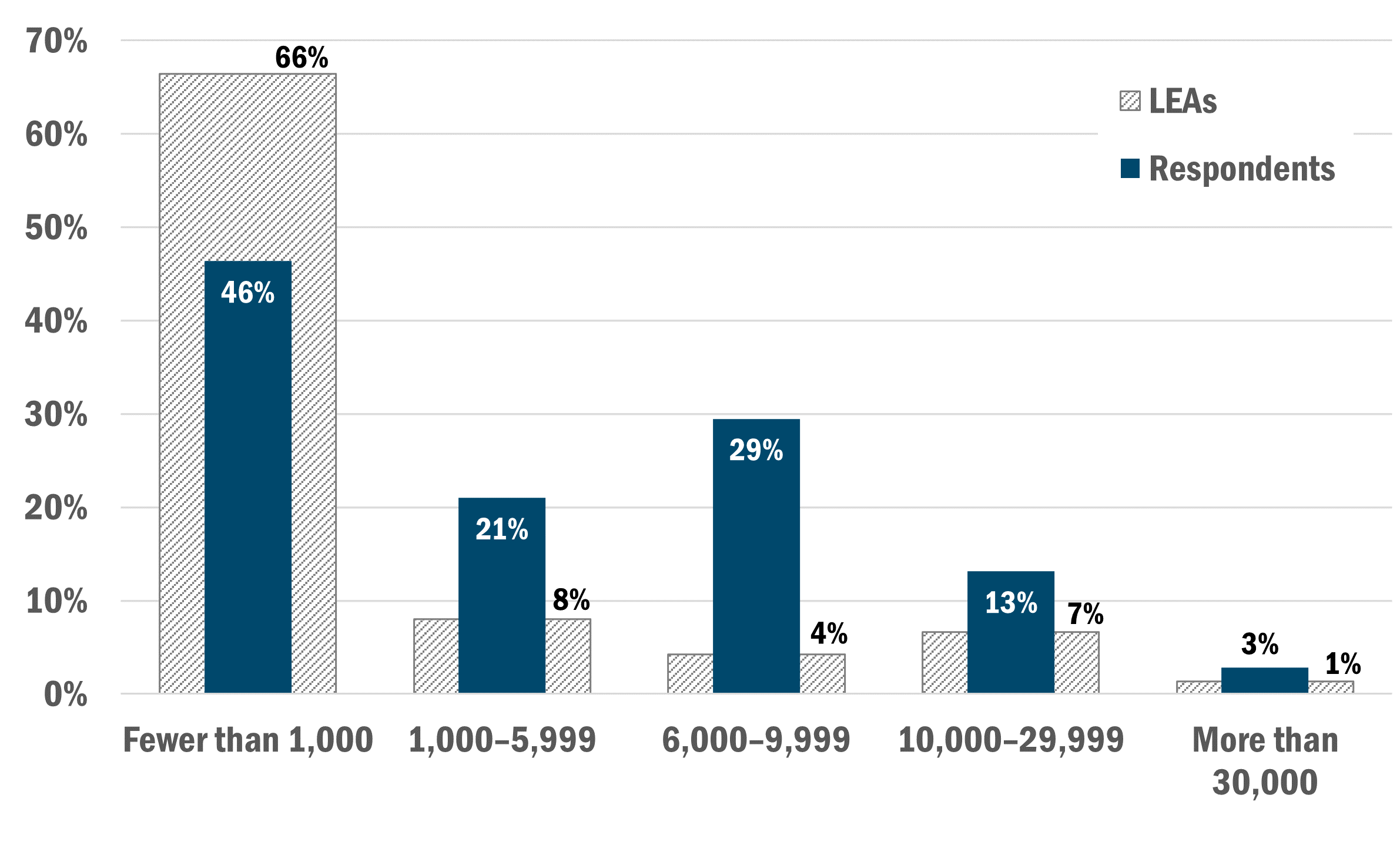


Figure 1. Representation by LEA Size

**The number of new CAASPP coordinators who have been in their role for three years or less increased from 2019 to 2020**. In 2020, 57 percent of CAASPP coordinators have been in their role for three years or less, compared to 48 percent in 2019.

**The number of new ELPAC coordinators have been in their role for three years or less has decreased from 2019 to 2020.** In 2020, 55 percent of new ELPAC coordinators have been in their role for three years or less, compared to 65 percent in 2019.

**More than half of the respondents indicated that they served as both the CAASPP and ELPAC coordinator at their LEA,** as displayed in figure 2.   
Link to data table for figure 6

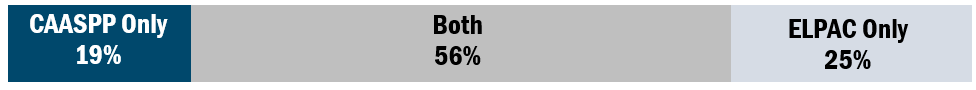
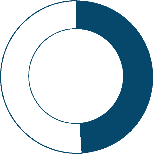
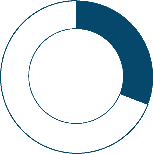
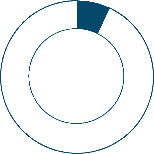


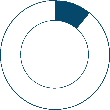
Figure 2. Respondents’ Coordinator Role

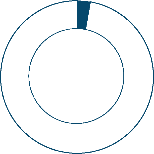
Coordinators who serve in both roles tended to come from LEAs with fewer than 6,000 students.Note that larger LEAs tend to have a dedicated CAASPP coordinator who is separate from the dedicated ELPAC coordinator.

49 percent served in both roles in LEAs with fewer than 999 students.

31 percent served in both roles in LEAs with 1,000–5,999 students.

7 percent served in both roles in LEAs with 6,000–9,999 students.

11 percent served in both roles in LEAs with 10,000–29,999 students.

3 percent served in both roles in LEAs with more than 30,000 students.

## Findings

### Overview

The findings contained in this report are organized into three sections based on the structure of the survey:

* [**Resources**](#_Resources). This section analyzes respondents’ feedback on the amount and quality of existing resources as well as their feedback on three specific assessment resources. This feedback will help the CDE and the SCOE to update and fine-tune existing resources and shape future work.
* [**Tools for Teachers**](#_Findings_and_Recommendations:_1). This section reports on respondents’ awareness of Tools for Teachers. This feedback will help the CDE and the SCOE with messaging, training, and preparation of deliverables for Tools for Teachers.
* [**Training**](#_Training_Opportunities). This section analyzes respondents’ feedback on three different types of training: New Coordinator Training, training for all coordinators, and coordinator-led local trainings. This feedback will help the SCOE to shape its Annual Training Plan for the CDE, which is due each year in December.

A complete list of survey questions can be found in [Appendix A](#_Appendix_A:_Survey).

### Resources

CAASPP and ELPAC coordinators were asked a series of general questions related to their satisfaction with the number and quality of existing assessment-related resources. The findings in this area are based on the three administrations of the survey in 2018, 2019, and 2020.

#### Findings: Amount and Quality

Over time, respondents’ **satisfaction with the amount of current resources** has increased, as shown in figure 3. [Link to accessible data table for figure](#_Table_7_–) 3

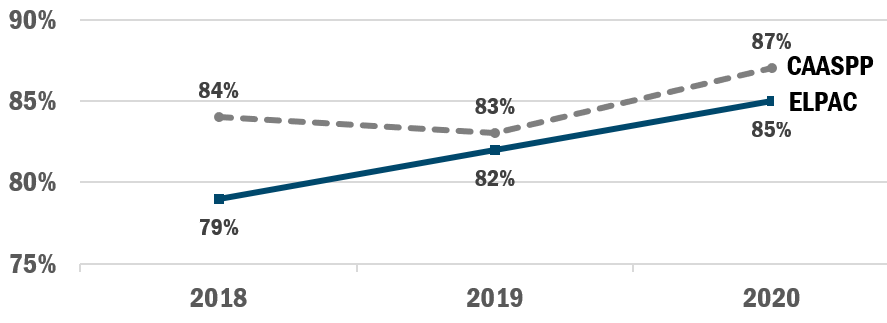


Figure 3. Respondents’ Satisfaction with the Amount of Current Resources, 2018–2020

Respondents’ **satisfaction with the quality of resources** also has increased over time, as shown in figure 4. [Link to accessible data table for figure](#_Table_8_–) 4

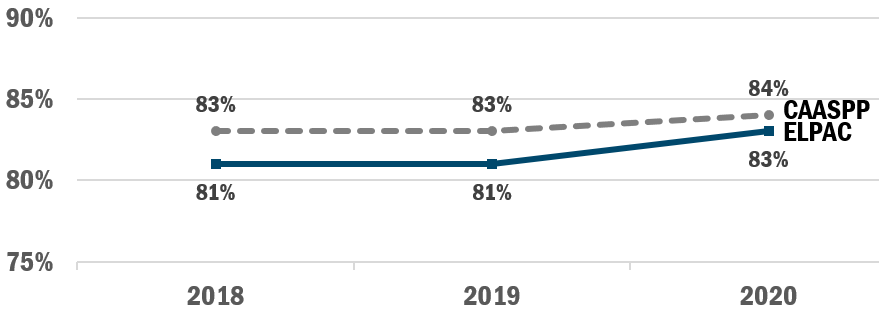


Figure 4. Respondents’ Satisfaction with the Quality of Resources, 2018–2020

#### Findings: Additional Resources or Supports

Respondents were asked what additional resources or support was needed to help them be more successful in their role as LEA coordinator. A full list of open-ended responses can be found in [Appendix](#_Coordinator_Support) C.

#### Findings: Quick Reference Guides

The first resource coordinators were asked about were the Quick Reference Guides. Each Quick Reference Guide is a one-page how-to guide that walks users through the steps for a specific task; for example, how to start a test session or how to start a practice test. All available Quick Reference Guides can be found on the CDE Quick Reference Guides web page at <https://www.cde.ca.gov/ta/tg/ca/caasppqrg.asp>.

**Sixty-six percent** of the respondents **use the Quick Reference Guides either regularly or sometimes**. The other 34 percent have not used them or are not familiar with them.

**Ninety-three percent** of respondents rated the Quick Reference Guides as **“good/excellent quality**.” Those who rated the quality as “poor” were asked additional information as to why. A full list of open-ended responses can be found in [Appendix](#_Quick_Reference_Guides) C.

**Ninety-eight percent** of respondents are **likely to use** the Quick Reference Guides in the future. Those who said they were **unlikely** to use this resource were asked additional information as to why. A full list of open-ended responses can be found in [Appendix](#_Unlikely_to_Use) C.

**Ninety-seven percent** of respondents were **likely to recommend** the Quick Reference Guides to a colleague. Those who said they were **unlikely** to recommend the resource were asked additional information as to why. A full list of open-ended responses can be found in [Appendix](#_Unlikely_to_Recommend) C.

#### Findings: California Assessment Accessibility Resources Matrix

The second resource coordinators were asked about was the California Assessment Accessibility Resources Matrix. The Accessibility Matrix lists the categories of available accessibility resources for all statewide assessments and which resources are applicable to which assessments and gives a brief description of each resource. The Accessibility Matrix can be found on the CDE Assessment Accessibility Resources Matrix web page at <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>.

**Sixty-four percent** of the respondents **use the Accessibility Matrix, either regularly or sometimes**. Nearly 40 percent have not used them or are not familiar with them.

**Ninety percent** of respondents rated the Assessment Matrix as **good/excellent quality**. Those who rated the quality as **poor** were asked additional information as to why. A full list of open-ended responses can be found in [Appendix](#_Accessibility_Matrix_is) C.

**Ninety-seven percent** of respondents are **likely to use** the Accessibility Matrix in the future. Those who said they were **unlikely** to use this resource were asked additional information as to why. A full list of open-ended responses can be found in [Appendix](#_Unlikely_to_Recommend_1) C.

**Ninety-six percent** of respondents are **likely to recommend** the Assessment Matrix to a colleague. Those who said they were **unlikely** to share the resource were asked additional information as to why. A full list of open-ended responses can be found in [Appendix](#_Unlikely_to_Use_1) C.

### Tools for Teachers

Tools for Teachers is the new formative assessment component of the Smarter Balanced Assessment System. Tools for Teachers features a collection of instructional and professional learning resources that support K–12 teachers in their use of the formative assessment process during daily instruction. Tools for Teachers provides easy-to-use instructional resources with embedded formative assessment strategies, recommendations for differentiated instruction, accessibility strategies, and resources linked to interim assessment results so teachers can immediately access resources to help students meet learning standards.

#### Findings

**Seventy-six percent** of respondents had heard about the new Tools for Teachers system.

While only 20 percent of respondents had accessed Tools for Teachers**, 70 percent indicated that they plan to do so in the future**. About 10 percent of respondents indicated that they do not plan to access Tools for Teachers. (Since the Tools for Teachers was not formally launched until September 30, 2020, the low percentage of respondents who had accessed to the website appeared to be reasonable given the timing of this survey.)

**Most respondents either had shared (30 percent) or were planning to share (62 percent) information about Tools for Teachers with teachers**, as shown in figure 5. However, 24 percent of respondents did not intend to hold trainings on Tools for Teachers. [Link to accessible data table for figure](#_Table_14_–) 5

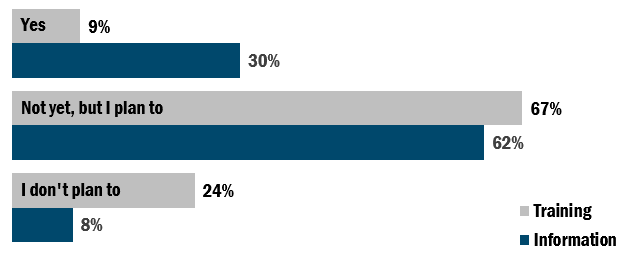


Figure 5. Respondents’ Information Sharing and Training on Tools for Teachers

Respondents were asked to provide comments about and suggestions for Tools for Teachers. A full list of open-ended responses can be found in [Appendix](#_Tools_for_Teachers) C.

### Training Opportunities

CAASPP and ELPAC coordinators were asked a variety of questions about the training opportunities in three areas:

* New Coordinator trainings
* Trainings for all coordinators
* Local trainings

#### Findings: New Coordinator Trainings

All respondents were asked about their awareness of the yearlong New Coordinator Training plan from the CDE.

**The majority of respondents were aware of the year-long New Coordinator training series, regardless of whether they were new coordinators (59 percent) or not (63 percent).** However, the SCOE is concerned about the 41 percent of new coordinators who were not aware of the training opportunities available, as shown in figure 6. [Link to accessible data table for figure 6](#_Table_15_–_1)

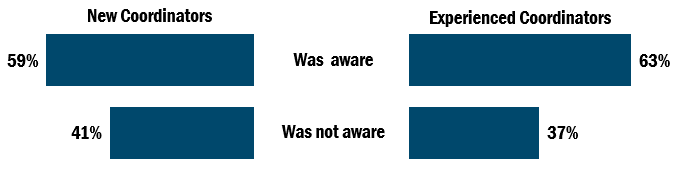


Figure 6. Respondents’ Awareness of New Coordinator Training Plan

Out of all the survey respondents, 357 (36 percent) identified as being a new coordinator. **Of those 357 respondents, 73 percent attended at least one new coordinator training**.

The remaining questions in the new coordinator section were only asked of the 357 respondents who were identified as being new to the role of LEA CAASPP or ELPAC coordinator in 2020–21.

**Forty-seven percent** accessed the **recordings** for trainings they could not attend live.

**Forty-eight percent** accessed the **notes** for trainings they could not attend live.

Respondents were asked to provide comments and suggestions about the New Coordinator Training sessions. A full list of open-ended responses can be found in [Appendix](#_New_Coordinator_Trainings) C.

#### Findings: Trainings for All Coordinators

There are many ways to offer effective professional training, and the SCOE is continually gathering information about the new and emerging approaches to professional development. Some professions employ certifications, badges, continuing education hours, and so forth. In the 2020 Assessment Coordinator Survey, the CDE and the SCOE requested feedback on two specific types of training approaches.

**Badging** is a training approach by which participants receive "badges" indicating completion of training in specific topic areas, such as use of the Security and Test Administration Incident Reporting System (STAIRS), accessibility and accommodations, Test Operations Management System (TOMS), Tools for Teachers, and so forth.

**Certification** is a training approach by which individuals are "certified" after completing a specific set of training sessions. In this case, individuals would receive a certificate of completion, designating them as a certified coordinator after completing trainings on a designated list of topics.

**Eighty-three percent** of respondents agree that offering a badging or certification training program would clarify what types of training they need to receive. Respondents were asked to provide comments and suggestions about current coordinator trainings along with suggestions for future improvements. A full list of open-ended responses can be found in [Appendix](#_Thoughts_and_Ideas) C.

#### Findings: Local Trainings Hosted by LEA Coordinators

**Eighty-six percent** of respondents **provide local trainings** to teachers, test administrators, site administrators, test examiners, or other staff in their LEAs.

**Seventy-eight percent** of respondents provide local trainings **on assessment topics** to teachers, test administrators, site administrators, test examiners, or other staff in their LEAs.

Of the respondents who provide local trainings, the **54 percent** provide multiple training sessions throughout the year**.**

The most common topic of training provided by respondents is How to Administer the Assessments. A full list is available below. Respondents were asked to select all options that applied, which is why the total is more than 100 percent.

* How to administer assessments (24 percent)
* Accessibility (16 percent)
* Assessment 101 (10 percent)
* Using results and accessing data (18 percent)
* Interim assessments (14 percent)
* Hand Scoring (9 percent)
* Tools for Teachers (7 percent)

## Recommendations

### Overview

The recommendations contained in this report are organized into four sections based on the structure of the survey:

* [**Resources**](#_Recommendations:_Resources). This section analyzes respondents’ feedback on the amount and quality of existing resources as well as their feedback on three specific assessment resources. This feedback will help the CDE and the SCOE to update and fine-tune existing resources and shape future work.
* [**Tools for Teachers**](#_Recommendations:_Tools_for). This section reports on respondents’ awareness of Tools for Teachers. This feedback will help the CDE and the SCOE with messaging, training, and preparation of deliverables for Tools for Teachers.
* [**Training**](#_Recommendations:_Training_Opportuni). This section analyzes respondents’ feedback on three different types of training: New Coordinator Training, training for all coordinators, and coordinator-led local trainings. This feedback will help the SCOE to shape its Annual Training Plan for the CDE, which is due each year in December.

The fourth subsection, [**Additional Recommendations**](#_Recommendations:_Communication), addresses additional recommendations based on respondents’ open-ended comments.

The survey responses will also inform the development of the Training Plan and the Stakeholder Engagement Plan for the 2021–22 school year.

### Recommendations: Resources

**Recommendation 1:** Create Available Resource pages on the CAASPP and ELPAC websites, organized by assessment.

In the past, Available Resource flyers were created to showcase resources available to site administrators and parents/guardians. Recently, in order to streamline the process of ensuring that the most current information is available to the target audiences, these flyers were converted to web pages. The SCOE recommends expanding those web pages and placing them in an easy to find spot on the CAASPP and ELPAC web pages, as they are currently not listed on the menu bar of either site.

Each assessment should have a page of all available resources for that assessment, organized by audience. This will provide a one-stop shop for coordinators to become aware of all available resources. Such a consolidation was recently done for the Quick Reference Guides and How-To videos, which the field has appreciated.

**Recommendation 2:** Develop a CDE-ETS-SCOE collaboration for the creation of a template for manuals that are written and organized in an engaging and easy-to-navigate way, follow data visualization best practices, and are fully compliant with Section 508 accessibility requirements.

### Recommendations: Tools for Teachers

**Recommendation 3**: Take advantage of all CDE-sponsored training and conference opportunities with the primary audience of classroom educators and site administrators to build awareness of Tools for Teachers among California teachers. This may take the form of delivering presentations, hosting demonstrations, sharing user testimonials, distributing Tools for Teachers-related items, and so forth.

**Recommendations 4**: Hold a contest for Tools for Teachers users that focuses on the use of formative assessment practices supported by Tools for Teachers resources in their classrooms. The contest might culminate in the creation of a library of teacher testimonials that can be used in presentations during conferences, on social media, and so forth. Contest winners might be announced and recognized during the 2021 California Assessment Conference.

### Recommendations: Training Opportunities

**Recommendation 5**: Continue with the process of using Data Visualization best practices when creating PowerPoints and notetaking guides for trainings.

**Recommendation 6**: Change outreach to LEA coordinators who are new to their role in an effort to connect with them earlier on an annual basis and not let anyone slip through the cracks. This recommendation does not have any action steps, as a separate proposal to address this is already with the CDE for approval and implementation. If approved, new coordinators will be welcomed to their role via an automatically-generated email by the Assessment Development and Administration Division Director when they are designated. This email will also include information about the year-long New Coordinator Training Plan and Assessment Coordinator Checklists.

### Recommendations: Communication

Although it was not one of the survey topics, many coordinators expressed frustration at the number and content of assessment-related emails they receive.

**Recommendation 7:** Conduct an audit of all emails sent to LEA coordinators, from all agencies, including Assessment Spotlight emails, in the past year. At the end of the audit, recommendations should be made on how to reduce the number of emails received and amount of duplicate information contained therein.

**Recommendation 8**: Embrace a strategic combination of push and pull methods for information sharing. Some information can be pushed out, i.e., emails, and some can be placed for coordinators to pull down, i.e., a web page where coordinators can access less crucial information on their own time.

## Appendix A: Survey Questions

The logic that was programmed into the survey in terms of skipping questions based on responses is shown in ***bold italic***.

### CAASPP and ELPAC Coordinator Survey

The purpose of this survey is to gather information from Local Educational Agency (LEA) CAASPP and ELPAC Coordinators about communication materials, training, and other resources needed to support them in successful administration of the CAASPP and ELPAC assessment programs.

#### CAASPP Coordinator Confirmation

**Q1:** Are you the LEA CAASPP Coordinator?

* Yes ***(survey continues)***
* No ***(survey skips to the LEA ELPAC Coordinator section)***

**Q2:** How long have you served in this role? Include your time as the STAR coordinator.

* Less than 1 year
* 1–3 years
* 4–6 years
* 7–10 years
* More than 10 years

#### Satisfaction with Current CAASPP Resources

**Q3:** How satisfied are you with the **amount** of resources (documents and videos) available to support you with the CAASPP System? (Select one response.)

* Very satisfied
* Satisfied
* Somewhat satisfied
* Not at all satisfied, please explain

**Q4:** How satisfied are you with the **quality** of resources (documents and videos) available to support you with the CAASPP System? (Select one response.)

* Very satisfied
* Satisfied
* Somewhat satisfied
* Not at all satisfied

**Q5:** What additional resources or support is needed to help you be more successful in your role as LEA CAASPP Coordinator? ***[open-ended question]***

#### ELPAC Coordinator Confirmation

**Q6:** Are you the LEA ELPAC Coordinator?

* Yes ***(survey continues)***
* No ***(survey skips to Training needs)***

**Q7:** How long have you served in this role? Include your time as the CELDT coordinator.

* Less than 1 year
* 1–3 years
* 4–6 years
* 7–10 years
* More than 10 years

#### Satisfaction with Current ELPAC Resources

**Q8:** How satisfied are you with the **amount** of resources (documents and videos) available to support you with the ELPAC System?

* Very satisfied
* Satisfied
* Somewhat satisfied
* Not at all satisfied

**Q9:** How satisfied are you with the **quality** of resources (documents and videos) available to support you with the ELPAC System?

* Very satisfied
* Satisfied
* Somewhat satisfied
* Not at all satisfied

**Q10:** What additional resources or support is needed to help you be more successful in your role as LEA ELPAC Coordinator? ***[open-ended question]***

#### Specific Resources - Quick Reference Guides

The CDE has created a set of Quick Reference Guides that give step-by-step instructions for many coordinator tasks. Below is a list of some of the Quick Reference Guides topics:

* How to Start a Practice Test
* How to Start a Test Session
* How to Submit a STAIRS case
* How to View Assessment Results on the Public Reporting Website
* How to Download Student Score Reports
* How to Generate Credentials for Student Information System Vendors

View QRGs here: <https://www.cde.ca.gov/ta/tg/ca/caasppqrg.asp>

**Q11:** How familiar are you with the Quick Reference Guides? (Select one response.)

* I use them on a regular basis.
* I use them sometimes.
* I am familiar with them but have not used them.
* I am not familiar with them. ***(this response skips to the next section).***

**Q12:** How did you learn about the Quick Reference Guides? (Select all that apply.)

* CAASPP website
* ELPAC website
* CDE Assessment Spotlight email
* CDE website
* At a conference, training, or workshop
* Word of mouth/colleague
* Not sure
* Other, please specify

**Q13:** How would you rate the quality of the Quick Reference Guides? (Select one response.)

* Excellent
* Good
* Fair
* Poor

**Q14:** If poor, please explain (open-ended response)

**Q15:** With which stakeholders have you used the Quick Reference Guides? (Select all that apply.)

* District-level colleagues
* Site administrators
* Teachers
* Paraprofessionals
* Parents
* Other, please specify

**Q16:** How likely are you to use the Quick Reference Guides in the future? (Select one response.)

* Very likely
* Likely
* Unlikely
* Very unlikely

**Q17**: If unlikely, please explain (open-ended response)

**Q18:** How likely are you to recommend the Quick Reference Guides to a colleague? (Select one response.)

* Very likely
* Likely
* Unlikely
* Very unlikely

**Q19:** If unlikely, please explain (open-ended response)

#### California Assessment Accessibility Resources Matrix

The CDE has created the California Assessment Accessibility Resources Matrix (Accessibility Matrix) that lists the categories of available accessibility resources, all statewide assessments, which resources are applicable to which assessments, and brief descriptions of each resource.

View California Assessment Accessibility Resources Matrix at: <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>

When responding to the questions below, please think about the California Assessment Accessibility Resources Matrix.

**Q20:** How familiar are you with the Accessibility Matrix? (Select one response.)

* I use it on a regular basis.
* I use it sometimes.
* I am familiar with it but have not used it.
* I am not familiar with it ***(this response skips to the next section).***

**Q21:** How did you learn about the Accessibility Matrix? (Select all that apply.)

* CAASPP website
* ELPAC website
* CDE Assessment Spotlight email
* CDE website
* At a conference, training, or workshop
* Word of mouth/colleague
* Not sure
* Other, please specify

**Q22:** How would you rate the quality of the Accessibility Matrix? (Select one response.)

* Excellent
* Good
* Fair
* Poor

**Q23:** If poor, please explain (open-ended response)

**Q24:** With which stakeholders have you used the Accessibility Matrix? (Select all that apply.)

* District-level colleagues
* Site administrators
* Teachers
* Paraprofessionals
* Parents
* Other, please specify

**Q25:** How likely are you to use the Accessibility Matrix in the future? (Select one response.)

* Very likely
* Likely
* Unlikely
* Very unlikely

**Q26:** If unlikely, please explain (open-ended response)

**Q27:** How likely are you to recommend the Accessibility Matrix to a colleague? (Select one response.)

* Very likely
* Likely
* Unlikely
* Very unlikely

**Q28:** If unlikely, please explain (open-ended response)

#### Tools for Teachers

Tools for Teachers is the new formative assessment component of the Smarter Balanced assessment system. Tools for Teachers features a collection of instructional and professional learning resources that support K–12 teachers in their use of the formative assessment process during daily instruction to adjust teaching to improve student learning.

All Tools for Teachers resources are uniformly structured with embedded formative assessment strategies, accessibility strategies, and recommendations for differentiated instruction.

Tools for Teachers provides easy-to-use instructional resources with embedded formative assessment strategies, recommendations for differentiated instruction, accessibility strategies, and resources linked to interim assessment results so teachers can immediately access resources to help students meet learning standards.

**Q29:** Have you heard about Tools for Teachers? (Select one response.)

* Yes
* No

**Q30:** Have you accessed Tools for Teachers? (Select one response.)

* Yes
* Not yet, but I plan to
* I don’t plan to

**Q31:** Did you access the previous system, the Digital Library? (Select one response.)

* Yes
* No

**Q32:** Have you shared information about Tools for Teachers with teachers or site administrators in your LEA? (Select one response.)

* Yes
* Not yet, but I plan to
* I don’t plan to

**Q33:** Do you provide any training at your LEA to teachers about Tools for Teachers? (Select one response.)

* Yes
* Not yet, but I plan to
* I don’t plan to

**Q34:** Do teachers in your LEA use Tools for Teachers? (Select one response.)

* Often
* Somewhat
* Occasionally
* Never
* I don’t know

**Q35:** Please provide us with your comments and suggestions about Tools for Teachers. (open-ended)

#### New Coordinator Trainings

**Q36:** Were you aware that there was a year-long training plan for LEA coordinators new to their role? (Select one response.)

* I was aware and I was a new coordinator in 2019–2020
* I was aware and I was not a new coordinator in 2019–2020
* I was not aware and I was a new coordinator in 2019–2020
* I was not aware and I was not a new coordinator in 2019–2020

**Q37:** Did you attend any of the 2019–2020 New Coordinator Trainings?

* Yes – I was a new coordinator ***(if yes, questions will continue)***
* No – I was a new coordinator ***(if no, will skip to next section of questions)***
* No – I was not a new coordinator ***(if no, will skip to next section of questions)***

**Q38:** Which trainings did you attend? (Select all that apply)

* Summer ELPAC training
* July webinar
* Summer CAASPP training
* September webinar
* October webinar
* Fall ELPAC training
* Fall CAASPP training
* February webinar
* April webinar

**Q39:** Did you access the recordings for any trainings that you missed attending live? (Select one response.)

* Yes
* No

**Q40:** Did you access the notes for any trainings that you missed attending live? (Select one response.)

* Yes
* No

**Q41:** Suggestions for improvement of the New Coordinator Training series. (open-ended)

#### All Coordinator Training

There are many ways to offer training. Some professions have certifications, badges, continuing education hours, etc. We are interested in learning more from you about different ways that training can be conducted for CAASPP and ELPAC Coordinators.

**Badging** is a training approach where participants receive "badges" indicating completion of training in specific topic areas. Training badges could be offered in topics such as use of STAIRS, accessibility and accommodations, TOMS, Tools for Teachers, etc. When answering the following two questions, please consider how badging would make you more valuable in your current position and improve employers knowledge of your skills and abilities.

**Certification** is another approach to training where in other professions individuals are "certified" after completing a specific set of training sessions. In this case, a set of training sessions for CAASPP and ELPAC Coordinators could be developed and individuals would receive a certificate of completion designating them as a certified CAASPP Coordinator. When answering the following two questions, please consider how certification would make you more valuable in your current position and improve employer's knowledge of your skills and abilities.

**Q42:** To what extent would you be interested in a badge approach?

* Five star rating scale

**Q43:** Badging would make it more clear what training I still need to receive

* Strongly agree
* Agree
* Disagree
* Strongly Disagree

**Q44:** To what extent would you be interested in a certification approach?

* Five star rating scale

**Q45:** Certification would make it more clear what training I still need to receive

* Strongly agree
* Agree
* Disagree
* Strongly Disagree

**Q46:** What other thoughts/ideas do you have about the current training offerings and any changes for the future? (open-ended response)

#### Local Trainings

**Q47:** Do you provide local trainings to teachers, test administrators, site administrators, or staff in your LEA? (Select one response.)

* Yes, almost monthly
* Yes, a few times a year
* Yes, once a year
* No

**Q48:** Do you provide local trainings on assessment topics to teachers, test administrators, site administrators, or staff in your LEA? (Select one response.)

* Yes, almost monthly
* Yes, a few times a year
* Yes, once a year
* No

**Q49:** If yes, which assessment topics do you cover? (Select all that apply)

* Accessibility
* Assessment 101
* How to administer the test
* Using results and accessing data
* Interim assessments
* Hand scoring
* Tools for Teachers
* Other, please specify

#### District Demographics

**Q50:** How many students are enrolled in your LEA?

* Fewer than 999
* 1,000–5,999
* 6,000–9,999
* 10,000–29,999
* 30,000–49,999
* More than 50,000

**Q51:** Is your LEA a charter school/organization?

* Yes
* No

**Q52:** What grade levels does your LEA serve? Check all that apply.

* Elementary (TK–5)
* Middle (6–8)
* High (9–12)

**Q53:** Is your LEA:

* Rural
* Suburban
* Urban

**Q54:** What percentage of students in your LEA are English learners?

* Fewer than 10%
* 11–25%
* 26–50%
* 51–75%
* More than 75%

## Appendix B: Open-Ended Responses

This survey included multiple open-ended questions. **The comments listed below are verbatim feedback provided by the survey respondents**. They have not been changed or edited in any way in order to maintain the integrity of the feedback.

### Coordinator Support

**What additional resources or support is needed to help you be more successful in your role as LEA CAASPP Coordinator?**

#### Distance Learning and COVID

* A better understanding with how CAASPP is going to happen this year with distance learning. It is still very confusing.
* Advance information on potential virtual options for Spring summative exams.
* An updated training, just in case of remote testing, due to Covid
* A plan for what testing will look like in the spring, more guidelines for how to maintain security if in fact assessment will be in a distance learning format.
* At the moment I am extremely concerned as to how we are going to administer these tests via distance learning. I am sure I am not the only one. I am focused on the CAA CAST first as our window opened, but I have absolutely no idea how to administer it.
* Continued support on how to best administer in a DL setting (assuming we will doing DL to some degree throughout the school year).
* Continued updates on issues related to COVID adaptations (which CAASPP seems to be doing).
* COVID-19 implications for testing
* Current information on whether CAASPP will be administred in 2020-2021.
* Distance Learning testing that does not require the use of additional mirror monitors or extra purchases of equipment.
* Guidance on remote use for distance learning
* How to give the test while in Distance Learning or socially distancing.
* How to proctor virtually if needed. How to test during distance learning
* How to use system in distance learning.
* I am feeling so overwhelmed right now with figuring out Distance Learning testing logistics. I would like a straightforward Questions & Answers doc outlining key knowledge needed this fall. Also, I would like something for me to track my distance learning testing deliverables week to week or month to month.
* I love timelines and checklists. You all do a nice job of creating them. I am just really wondering how testing is going to be completed at home. I worry about the security of the test. When it is done at home, it is hard to monitor the test completely.
* I think that many CAASPP Coordinators are eager for clear, concise direction in preparing and administering assessments in a 100% remote/distance learning scenario. My LEA still has 2019-20 ELPAC on hold, and it will set the tone for later CAASPP (and current-year ELPAC!) assessments later on.
* I need to understand what is happening for the 20/21 school year.
* If we have to go virtual, can we assess the students that are at home with CAASSP?
* Lots of tools and training for off site assessment if we test students at home this year.
* More clarity, if possible, on what online assessment might look like, if in-person is not possible.
* More easy to access information of giving the CAASPP remotely as well as remotely giving interim assessments.
* More information on the possibility of remote CAASPP assessments would be appreciated. I am also the LEA ELPAC coordinator for our charter, and we were scrambling this year, as we waited to receive information regarding the remote assessment of the Initial ELPAC. I know this is a very unique year, and things are constantly changing, but as much early communication as possible, is certainly appreciated.
* More resources and videos on remote testing.
* More resources as we try and figure out testing in 2021. Contingencies for social distancing, if we are not in a traditional setting, etc.
* More training related to distance learning.
* Only how to test remotely if we are still in distance learning during administration.
* Remote administration and how to monitor students remotely without secure browser.
* REMOTE TESTING Guidance!!!
* The big questions are related to COVID and potentially assessing students remotely. Providing as much detail as possible, and letting us know when to expect the information when you don't yet know, would be of great help.
* This year more online training with examples of support for distancing learning
* This year the significant delays about ELPAC remote administration until after students had been in school for twenty-some days was extremely difficult in regards to planning and meeting requirements.
* uUpdates on future possibility of remote online administrations and what that might look like. Would like to start planning now if that is going to be a possibility due to DL.
* We will need guidance during distance learning due to COVID 19.
* What is the plan for state assessments in 2020-21? Will they be required if schools are in a hybrid or distance learning model?

#### Resources

* A condensed version of a caaspp coordinator manual would be a great reference instead of having to refer to multiple sources for information.
* A general calendar of happenings and deadlines.
* A month by month calendar of things to be doing and/or planning for would be a great help!
* A lot of unnessasary verbage. Needs to be clear and to the point.
* A video on all components of being a coordinator and the level of priority. For example, ordering materials, scheduling testing window (I still don't know when or how the window is scheduled) etc... Basically, a 101 overview that isn't 20 pages long, but gives an understanding of the big picture.
* Additional materials which target the teacher audience
* An easier way to find the specific information without digging through lengthy resources would be more useful. Short 10 min video roll outs of features/ resources that we could watch on our own time would be helpful. It is hard to find an hour or more to sit through or read materials and then there is too much information at once. Often information isn't as timely as it could be. A training video for sites to use to train test administrators (teachers) that is concise would be very helpful. 10 minute videos on Tools for Teachers specific resources or tips would be helpful too. With everything being virtual, the ability to watch when needed, in short segments, is very helpful.
* An easy to read timeline would be helpful.
* Any sped resources, the way our school is set up our sped teacher need a lot of guidance, of how to test these students and more so recommendations
* At this time no additional resources or supports are needed. I'd like to suggest if information can be put in a visual format as the information coming to LEA CAASPP and ELPAC Coordinators is a lot and sometimes having visuals or how information is formatted can be helpful to learning the information and sharing and presenting the information to our school sitets. Thanks!
* Changes from the previous year to current year clearly identified.
* Changes in procedures and policies make it very difficult at the user level. Fewer resources and more concise information.
* checklists by month
* Continuation of quick guides that can be shared with test examiners and/or teachers to support instruction and/or testing.
* cyphering through the various links is overwhelming. Simplifying the process into a step by step program will cut down on phone calls to the help line.
* Documents that highlight changes and updates to prior year documents are helpful. When there are minor updates and edits, it can be easily overlooked.
* Each year the updated materials come out very close to the time we need them. Earlier release, prior to the winter break, would be very helpful.
* EVERY YEAR REMINDERS...THIS IS ONE OF MANY HATS I WEAR YEARLY!
* Everything comes too late every year
* FAQs for common questions
* Guidance for Special Education teams on assigning accommodations for testing purposes.
* Hard copies of instructions that can be mailed to me in a binder.
* I appreciate the resources provided. Thank you!
* I believe there are too many resources and communications. Since much has not changed in the last couple of years as far as the actual administration, I believe things could be streamlined.
* I am happy with the amount of resources, but am overwhelmed by the abundance of emails from CAASPP, so much so that I often no longer look closely at the communications and opportunities. It would be nice to receive all pertinent information in ONE weekly email.
* I am really new at this position with zero background so anything from the really basic level would be great
* I do not need anything additional. Sometimes it’s a little bit of information overload as I receive so many emails. Perhaps a monthly newsletter would be more useful.
* I feel as though there are so many resources available you have done a great job.
* I feel that some of the resources are not user friendly. I would also like it to be editable to we can customize to our unique district.
* I have extensive experience in assessment for over 40 years. All I need is a copy of the manual for the assessment and access to sign students up for the assessment. There doesn't seem to be a path for experienced people to get the basics and all the trainings and materials seem to be focused on beginning testers. I'd like an package of the specifics for the CAASPP, not "how to test".Thanks,
* I have no idea what i am doing. I was tossed into this position, given an link, and then get bombarded with e-mails. I have no idea what these acronyms are. It is over whelming and it would of been nice to have an introductory video explaining how to navigate through the website and what this role entails.
* I haven't delved into the current resources yet. I am mostly the ELPAC Coordinator but am Co-coordinator of CAASSP with Supt./Principal and RSP teacher, so together we support one another.
* I love the one pages and the short tutorials. I appreciate that you guys keep up with them. Keep them coming.
* I think all resources are included
* I think everyone is going to need videos on how to administer the SBAC, CAST, and especially the CAA remotely.
* I think the resources are wonderful and I love the CalTAC support .
* I think there are enough resources. To a certain extent, there may be too many resources that are too repetitive. Something more streamlined might be helpful.
* I think there are plenty of resources. Maybe if some things were more streamlined it would be helpful.
* I think videos are a much better tool than anything. It gives us visuals when we have so many steps to follow.
* I would like more "how tos" with step by step instructions and screenshots
* I would like the Interim Assessments to use the same scoring conventions as the CAASPP (below, nearly, meeting, exceeding)
* I would like to know about laws and statutes that govern testing to make sure that we are adhering to the letter of the law.
* I would like to know more about accommodations and what I need to do to have it uploaded in TOMS. Especifically for students with 504s.
* I would like to see less communication. It's getting almost impossible to read every communication on such a regular basis, all year long. It's too much. Plus, we usually get in much of it in duplicate or triplicate, or worse, because often other CDE departments forward it through list serves that we are subscribed too. The amount of emails is becoming overwhelming and becuase of that, I often can't keep up with it.
* I would like to see ready made PowerPoints to present to my Test Site Coordinators in addition to the more longer PowerPoint presentations that I receive. In addition, would like a template PowerPoint for the site level.
* I ould like to see the test (ELPAC) simplified.
* I would love to have a video about just how to get kids set up for testing. Like a model of how exactly we move through all the steps.
* I would prefer to recieve fewer emails with clearer information in them. I get overwhelmed by the number of emails I recieve regarding CAASPP- I feel that there is redundant information in the CalTAC emails and the Assesment Spotlight emails.
* If there was one sheet information on what any changes are on the caaspp from year to year, that would be helpful.
* I feel that you cover everything
* I need fewer emails.
* I think it is fine right now
* I'm currently satisfied with the resources and supports available.
* I'm still figuring it all out.
* Instructional Videos for teachers on administering tests. We're small and finding time to teach instructors is sometimes difficult. Videos would be helpful.
* Intro lesson
* It would be helpful to have a current short video about test security and testing requirements to share with staff.
* It would be helpful to receive resources and documentation earlier if possible because a lot of times it is always "Forth coming"
* It's all new so nothing right now.
* Just learning to get to the resources.
* Just need them to be available sooner, sometimes resources aren't available till after an assessment window has opened.
* Keeping us updated as much as possible when changes occur in the current climate.
* Keeps getting better each year.
* Last year, many resources came out very late. It would have been helpful to practice the changes and updates during the interim assessments, but many of the changes came out later and many resources just said "coming soon"
* Less changes...it feels like I can't keep up with all the changes every year. I would love to get good at this and learn the resources.
* Consistency!!! We absolutely need consistency. It's something different every year.
* less emails - don't need them from every organization - basic info less verbiage.
* Less emails and/or shorter emails.
* Less is more. It is often hard to find what resources you are in need of since it gets lost in the amount out there.
* Like a checklist.
* List of resources and things needed to be done - A timeline would be so helpful.
* love the videos
* Making them available a little more earlier.
* Maybe additional videos to show how things are done. Step by step videos.
* Maybe send us videos that we can watch on connecting and use of Toms? Something we can share with people new to the program.
* More detail in the instructions for setting up block testing
* More detail of test setting conditions. ex: Can the student come in late? Can the student leave during the test session? Some resources are hard to find on the CAASPP website.
* more help/videos on the tech side of TOMS like uploading files in specific formats
* more how-to sheets/templates to accompany webcasts/powerpoints to edit and forward to staff. Up to date all in one resources to support various aspects of administration across CALTAC & CDE (accomodations, CAAs, SBAC etc. )
* More how-to videos on the management of the system.
* More information on accommodations for severe students participating in Alternate Assessments
* More practice materials for scholars to access on and off platform
* More streamlined guide for teachers regarding selecting accommodations. Although they have had some training, they forget the boxes that they check will impact the students experience accessing the test.
* More streamlined resources for teachers in how to access and use the interim assessments and associated resources.
* More succinct resources. I like the timeline of essential duties and wish it was updated to links with information.
* More timely updates -- especially for supports and accommodations
* more video instruction
* More videos and slides that we can use for training so we don't have to make them up ourselves.
* More videos on common issues that arise would be really helpful with training test site coordinators. Or in general resources and supports that will support training for test site coordinators.
* Navigation for new users.
* Need guidance on how to administer the initial elpac with safety protocols during in person testing
* No additional supports needed at this time.
* None, just something that can help the coordinator stay organized and on top of things. There's a lot of to remember, and you can easily forget things
* None. This year, there has been a plentitude of resources.
* Not as many emails!
* Not so much information about the same thing- you can get your point across with short immediate contact.
* Nothing pressing. Quick guides have been great for both training and implementation, so continuing to produce these types of resources is helpful.
* Nothing that I can think of. Between your resources and the county of Fresno resources we are good.
* Nothing comes to mind in the way of resources or supports at this time. I do however think that it can be tricky sometimes going back and forth between the ELPAC moodle and the CAASPP/ELPAC site having to find and use the right pass key or access codes for training and calibration.
* One page doc with timeline of actions needed and resource links.
* One sheet of step by step what needs to be done and by when.
* Perhaps create a table of contents for all the resources
* Please release testing protocols sooner than what ELPAC was released. This week has been crazy trying to answer questions and test all students within the 30 day window. The more planning time we have the better. Even if we have to give up some possible ways of testing that would be lovely so we can have a plan by February that would be my ask.
* Resources and supports have been met.
* Resources for multi-grade classes.
* Resources on Accessibilities, Distance Learning and how to work with Non-Public School.
* Resources seem to be spread out in a number of different sites and locations. This makes it difficult for new coordinators to find the information they need. A cheat sheet of where to find information and on what site would be great.
* Right now, all the resources seem sufficient.
* Short video demos on how to run a test session, how to manually add accessibility supports, how to check accessibility supports from TA and TE role, how to verify alternate test assignment from TE role, anything with how to test remotely on different devices (ex iPad, laptop, desktop, Chromebook).
* Shortened, easy to understand, guides and videos for teacher administering the test
* Shorter manuals
* Shorter videos that share ideas/best practices/troubleshooting.
* Showing visual for remote testing
* Simple info (1-2 pagers) or videos in how to read, understand and use the data for teachers
* Simple one page docs for teachers reference.
* Simplify the entire system. Too many platforms and logins, too many acronyms. The recent combination of CAASPP and ELPAC into a single platform was a VERY good step. Keep going in that direction.
* Since new to role, don't know what resources would be more helpful. I guess at the moment, support with interim assessments use. Can these be used as a universal screener or as a method for identifying learning loss or gaps?
* Some resources are hard to find, and the manuals contain so much information there is too much digging around to find what is needed sometimes.
* Sometimes it feels like materials are shared late (i.e testing windows begin and resources still aren't shared yet)
* Sometimes need step by step for those that are not computer savvy
* Specific video to show to teachers about how to administer the test.
* Specifics as to what needs to be done by the coordinator each year. Starting in my position I was not sure what was already done by CDE what needed to be done by my tech and what I specifically needed to do.
* Step-by-step videos on how to access reports/data, register staff, how to make accommodations and support for IEP and 504 students to ensure they receive the required support, etc.
* Streamlining of resources so that they can be easily found on CDE websites. Sometimes we have to dig very deep before we can locate resources.
* The digital supports added to ELPAC have been helpful. Since we don't know what school will look like when we administer CAASPP, I would think that plans are being developed for different CAASPP administration scenarios. Videos to support are always appreciated.
* The emails tend to be long and unclear at time.
* The information (i.e. resources, guidebooks, etc.) aren't easy to follow because it seems like the information lives in multiple places. There's no one document that tells you step-by-step what to do every month.
* The inundation with the number of testing applications and resources is overwhelming. Things are added and nothing is taken away. I recommend that the testing system looks for ways to streamline the processes. Testing coordination is a full-time job, and that's great at a large LEA where they can devote an individual to that position. But, in so many other cases, smaller LEAs may not have the adequate time and resources to devote to a system that appears to be ever-growing. Moreover, the system is growing, but supportable data to support student growth and learning remains elusive. It feels as though this program is yet another in the educational-industrial complex.
* The publication of SHORTER chunks (i.e. How to login) have been great. Much easier to access and share than the HUGE COMPREHENSIVE TAMs. More of these types of information and guides to share are needed.
* The resource are very repetitive with basic info. It would be nice to have FAQs or PPTs for people who have done this for a while.
* The resources are fine but the timeliness of the availability of these is often late. Additionally, it is often difficult to navigate where to find the necessary resources.
* The resources have been great but some of so dense and lengthy that it is hard to find the time to work through the online materials and resources. It would be great to have simplified checklist by time of year and shorter tutorial videos to help new staff get up to speed. It would also be great to have a section dedicated to what's new each year so those of us who have been doing this for awhile can focus on the updates and changes.
* The resources provided are adequate. I need the resources to be available sooner. It's difficult to train and support sites when resources are provided so close to the time of implementation.
* The resources that we use here in Vista Unified are valuable to us. Keep them coming.
* The website itself can be confusing. It is not laid out in the most user friendly manner.
* The website organization is not that easy to navigate. The resources are very good however, I find myself spending a lot of time searching through the materials to find what I need.
* There are a lot of emails and it's hard to distinguish between which ones have really important information and which ones have FYI level notifications. They are also very long and text heavy. I find myself missing things because I don't have time to ready really long emails every other day.
* There are a lot of weekly emails. Is it possible to coordinate and condense the information? Can calendar reminders be set up for LEA Ccordinators?
* There is too much information to weed through, too many emails, too many documents to look at.
* There needs to be one location for everything. There's so many website, links, logins, training video locations, forms to fill out. I can't keep up so I frequently call the help desk.
* Tips and tricks that other districts have used successfully with their folks.
* To be honest, I would like less communication from CAASPP an d ELPAC. It's becoming nearly impossible to keep up with the constant drip of information coming from multiple departments of the CDE and from the test vendor. It's too much. It needs to be more streamlined and less invasive.
* To have additional practice questions for the students.
* To have video tutorials for all universal tools, designated supports and accommodations on CAASPP. org.
* Update resources for next school year sooner.
* Updated guidance on the plan for CAASPP testing in 2021.
* Updated video resources from webcasts/Zoom etc...
* Updated videos
* Video screencasts of someone showing us how to do various projects. The screenshots are not as effective as a video of how to do something.
* Videos of how to monitor Interim Assessments during Distance Learning. Maybe I missed it.
* We are very grateful for the reports that are now available for the interim assessments
* We get bombarded with emails, so the important ones slip by.
* We need 10 min or fewer type videos that guide us on how we can use the IAB, performance tasks, etc. Remotely?
* Websites, resources, etc. are difficult to navigate and disjointed.
* When I get stuck, I feel I'm able to find resources to guide me through!
* While there are amazing resources available. It is often hard to find the specific bit of information that I need. I wish that there was a single repository with up to date information for the current year. Too often I find something and then realize it is from the previous year.
* With COVID additional resources and support for training of test examiners that are more user friendly.
* Wording your emails in a way that is easier to understand.
* Would like training videos posted by topic.
* Would love to have a point person for each school district rather than a help line.
* You send TOO MANY EMAILS. I CANNOT decipher relevant information because you send like 5 emails a day. It is TOO MUCH.
* Your resources need to be more timely. Meaning that, the testing season begins before manuals are provided.

#### Trainings

* A more digestible format of the training slides to disseminate to School CAASPP Coordinators and Examiners. I find that staff easily get overwhelmed with the amount of slides we distribute.
* Additional information and training for the CAA and the Alternative Science assessments. Training seem to be primarily geared toward general education assessments.
* All the webinars, emails, and correspondence just seems to be all over the place...The webinars - they just read the slide - I could do that! Some webinars say they are CAASPP and then when it gets going there is ELPAC and CAA in formation...nothing is streamlined and tailored for each test.
* All webinars saved video sessions and discussions about online challenges solving strategies
* Approaches for setting up a system of assessments. I know how to administer summative and interim assessments. I know how to find stuff in Tools for Teachers. I know how to train my teachers on these systems. What we don't have is a systematic way of using the data or an approach for really improving teaching and learning, which is the whole point after all! It would also be great to have supports/approaches to help tie all of this together into the LCAP, SPSA, and continuous improvement efforts.
* Are there any live trainings
* As a single site charter school and in my first year in this role, I have to admit I’m pretty lost. Even in the New Coordinator webinars, there are terms and processes thrown around that are totally foreign to me.
* Attending more training and support sessions, but I am registered for those, so I feel I will become much more equipped. Timely reminders in Spotlight of what is essential at the moment is helpful. Links to tutorials or videos would be wonderful.
* Be clearer about what's new or changed each year so experienced folks don't need to attend a whole training to hear just that. More support (e.g. teacher how-to videos, etc) with Interim Assessments would be helpful too. Making it less complicated to access scores by having them all in one place (e.g. ELPAC, CAST, CAASPP) would be time saving.
* Continue with the Powerpoints from the training sessions. They are helpful and helps us not to start from scratch.
* Do not close meetings when they meet capacity or offer more webinars.
* Download videos for trainings sooner.
* Finding enrollment codes with ease would be helpful. Additionally, the Moodle site is just not very user friendly. Also, I have received emails in my inbox pretty consistently; however, I just found a very important email in my SPAM, which concerns me on how many emails I may have missed.
* How to get started if this is your first time. A "You must do these 10 things to get started in order to understand and do all the rest" sort of training item.
* I appreciate the availability of virtual trainings.
* I need a live / virtual session to walk me through the process. Live training (virtual zoom calls) work for me better than sifting through documents.
* I would like to see more of a hands on when it comes to showing us what to actually do and where to click and get information I dont want information just given to me I want to be able to find it and read it myself
* I would love a BASIC (think CAASPP Coordinator for Dummies) training. I am taking on this role in my district this year and really need the basics.
* Instead of just reading the note taking points, the presenter should go into some depth. Take a cue from the questions in the chat room about what people really want to know
* Live training
* More in-person and live webinar training. There are so many resources online it is easy to get lost and overwhelmed.
* More live sessions.
* Need a better way to virtually train teachers for ELPAC administration. The training this summer was grueling!
* New training
* Practical problem solving
* Practice tests and training video for remote administration of Initial ELPAC
* Regular Webinars to review updated information in emails.
* The trainings have been really good and resources are solid.
* The webinars are very informational.
* When you offer webinars, don't have your presenters read the power point to us, I can do that myself. Send the slides early and allow for more Q & A time

#### Technology Support

* A more detailed explanation of the rosters connected to IABs and the rosters connected to Summative Assessments. The automation of the rosters - teachers would be very helpful.
* Accurate customer service support for the TOMs/ETS web related issues.
* As time goes on, it is nice to have the web page be as user friendly as possible, as well as the TOMS access and use to be as friendly as possible.
* Easier information about creating groups to see results for Interim Assessments.
* Fix the CAASPP coordinator designation process so it doesn't need to be done repeatedly every year.
* How to properly update SPED information, updating users accurately, and understanding the portal as a whole.
* I am having issues with being able to search for the exact item I am looking for. I am also needing some step-by-step instructions on how to download/upload etc.
* I call the support center often and have a long wait time before I'm put in contact with a tech. I know during these trying times, everyone is needing more support than usual. It would be nice if you can enlarge your tech staff to accommodate the volume of call you must be receiving.
* I believe the single most important feature available on the website is the chat, please never get rid of that
* I don't think I need additional support. However, being able to troubleshoot test questions that seemed to be "frozen" happens to us each year. This had nothing to do with bandwidth since our entire school utilizes iPads in every class daily and we only select a portion of the student population to test daily.
* I still don't know enough to answer this question. I like the the fact that we can call in with questions and get immediate answers and help.
* I would be helpful for me have access to technical support with the entire CAASPP process and walk me through each step from prep work in TOMS to coordination of activvities for all school sites.
* At this time, I don't need anything. If I do need information or have questions, I know who I can contact to get reliable information.
* I would like to see more flexibility in the system when setting up test settings and offering tests. We often are blocked from tesitng students because their IEP/enrollment information is not correct in CalPads and it takes too long to correct. I would like the system to allow testing and test settings on demand and 'throw out' invalid response after a certain time that CalPads has not been updated to align with the test/settings.
* I'm fine with the support
* I'm not sure what the resource would be, but the variety of tech issues we have is frustrating. By tech I mean access and problems with students utilizing the testing app on iPad. It's a constant barrage of questions and unique problems that teachers have to problem-solve and it's frustrating. Perhaps a more streamlined and intuitive testing procedure.
* It is really hard to find what I need on the website. Navigation is a beast.
* It would be great if when we set up teachers for CAASPP access, we have at least 24 hours until the time sensitive password expires. 30 minutes is too short of a window.
* It would be helpful if there was an easier way to download SSR report as well as select multiple grades at a time when conducting a bulk upload. Another resource that would help would be to have the ability to integrates students groups from Aeries SIS.
* It would be nice if teacher roles could remain in TOMS every year with the option to remove teachers who have left or upload new teachers who have arrived. Doing a batch upload every fall is a lot of work.
* It would be nice if the TOMS website was more user friendly and had alerts for any outstanding needs or opportunities for my LEA.
* It would help if trainings were more intuitive; for example, I was supposed to attend a webinar the other day that was supposedly on a website, but no link could be found despite trying for about 15 minutes to find it using the Search function and clicking on various website tabs. Don't ask us to "hunt" for it on a website--send the links directly to us, please, for all trainings. Thank you.
* just access to a support person for technical problems when they occur
* More support with the tech integrations for accommodations (like speech to text)
* Organize the CAASPP.org and ELPAC.org websites to be easier to search for content.
* Our students really need access to speech-to-text accommodations (i.e. Co:Writer, Snap&Read, and/or Dragon dictation)
* Sometimes I receive conflicting information from CALTAC Support

#### Mentoring

* A mentor who's done this before and I can call easily
* A person that is readily accessible that I talk to.
* A real person to collaborate with for support.
* A slack channel where we can network and ask questions of fellow coordinators around the state.
* An LEA CAASPP Coordinator website, listserv, or chat area where we can share resources and ask each other questions.
* An LEA coordinator coach or mentor
* As I am new everything is a bit over whelming but hopefully over time will be better. I guess more assistance with understanding the role better.
* Direct contact with someone for frequent assistance
* Guidance for brand new coordinators would be great!
* Help with coaching other on managing interim assessments. I still struggle with how to do this - setting up rosters, accessing reports, etc.
* I think it would be great if new coordinators could be assigned a mentor who can walk them through the steps they need to do the first year.
* Maybe some sort of mentoring or partnering with a similar school to share best practices.
* Mentor or coach
* Summer support to prepare for the following year.
* Live person support.
* More direct support
* ore support with getting users started
* One on one support
* Virtual testing support.

#### Miscellaneous

* An extra person! I'm the only employee of my entire district and I'm overwhelmed by the amount of time CAASPP and ELPAC takes.
* I am very much looking forward to us not having to hand complete the Accommodations page uploads, especially since the one for CAASPP is just slightly different than the one for ELPAC necessitating everything to be hand entered twice.
* I was disappointed last year with the new CERS roll out....the information was not clear and many of my colleagues did not realize the importance of having the teachers entered so that they could manage their Interim Assessments.....It was briefly mentioned this year at the Assessment Webinar..
* None. Eliminate State testing.
* Not sure at this time since I just moved into this role.
* Nothing at this time
* Nothing at this time
* Nothing I can think of...
* thinking...
* Time
* Time to learn all the details :)
* Waivers for the most severely challenged students. Our County office only serves the moderately to severely disabled and some of our students can't even attend to the tests let alone answer any questions. It is a waste of everyone's time & very stressful for the students.
* We are at a county office and one program is a special education school. Last year, when we started working on getting everything set up correctly, it was a tremendous amount of work.

**What additional resources or support is needed to help you be more successful in your role as LEA ELPAC Coordinator?**

#### COVID-19 Distance Learning

* A video on how to test students remotely.
* Additional support for testing during Distance Learning.
* An email with a direct link to the remote testing browser. It's hard to find. Perhaps post it in Toms and on the ELPAC homepage. An email with a direct link to the remote testing guidelines and resources. They are difficult to locate and navigate to through the mobile website. A direct link via email would be nice. Also, since so many of us are doing remote testing, a big remote testing button on the ELPAC Homepage would be nice. We actually used the wrong browser because of this issue. We may have to test a couple of students again.
* As we are trying to administer the Initial ELPAC remotely, I do wish resources would become available in a more timely manner. For example, the Spanish translation for the parent consent and the DFA for K-1 Reading (remote testing). The delays really do put a strain on testing appointments
* Better Remote testing guidelines and timely communciation
* Clarity during COVID and less conflicting information.
* Clarity on testing in person during COVID, lots of confusion on bringing cohorts on campus versus testing students. Are sped testing guidelines different that ELPAC testing guidelines.
* Clear and concise information. Changes in the middle of the pandemic are very difficult to process.
* Clear examples of use in distance learning
* Continue to provide support/ideas for ELPAC networking with other districts. Would love to get feedback on how districts are doing online ELPAC remote testing and/or onsite as needed. Thank you for all you do
* COVID-19 implications for testing
* Distance learning resources
* ELPAC in the era of COVID has been absolutely a bear. It is too burdensome and full of unsupported restrictions. I am not at all confident that the data we get will be reliable and it it really extremely difficult to actually mobilize 4 - 5 year olds to get to school to take the assessment or set them up to complete at home.
* For example, now during COVID, ETS stated that there is an ELPAC remote testing letter to parents available, but I cannot find it on the CDE website on on ELPAC.org. It would be nice if this information was available on the CDE website.
* How to administer the computer-based K-2 Initial ELPAC Writing test when co-located with respect to social distancing guidelines.
* How to do this in a fully virtual setting would be helpful. Extended time in this climate is also needed.
* How to properly understand distance learning + technology to administer ELPAC. Question: If a person supports the technology side, do they need to be certified as an LEA coordinator as well through Moodle and be able to administer test?
* I believe that we're all doing our best in responding to the additional challenges caused by the COVID-19 pandemic and its effect on testing timelines.
* I know it has been a difficult year for all of us, but with the move to remote testing, it would have been helpful to have all the resources ready before testing began. Each time we have tried to start, something has changed.
* I know this is difficult to do but it would have been helpful if we would've received guidance on remote Initial ELPAC testing sooner. We just received our guidance a little over a week ago but we have been in session since early August. Our county was not allowed to have students on campus and therefore, it has made meeting the 30 day testing period hard to meet.
* I really like the videos of administering the Initial ELPAC in the Distance Learning setting. More videos would be helpful
* I think that many ELPAC Coordinators are eager for clear, concise direction in preparing and administering assessments in a 100% remote/distance learning scenario. My LEA still has 2019-20 ELPAC on hold, and it will set the tone for later CAASPP (and current-year ELPAC!) assessments later on.
* I think that the information about the secure browser was confusing to me when trying to administer the ELPAC in a safe way during Covid 19. I was juggling three computers and I thought I could easily project from my Mac to my smart TV and it failed. The ELPAC seemed more complicated this year.
* Information on assessing initial students this year with Distance Learning in place.
* It has been very hard to respond to the need to administer the Initial ELPAC remotely. Our LEA cannot administer in person testing, and the response to leverage the waiver/in person option is not possible for us. It would help to have clear directives on record keeping requirements for not meeting the thirty-day requirement due to COVID-19, especially as we anticipate this will impact future Title III and FPM audits.
* I've appreciated all of the support provided as we've transitioned to the remote administration of the initial ELPAC. Thank you!
* More clarity and support with new computer-based ELPAC features. Sites are struggling with downloading secure browser on iPads and laptops, multiple Moodle courses and keys are confusing, multiple TOMS accounts, emphasis of stopping markers embedded in Computer-based test (some almost stopped the listening test early), new THSS system for Grades 3-12 writing, and suggestions on how to juggle all of these requirements in a new distance learning (one-on-one) with plexiglass, PPE, multiple screens, etc. There is a lot of information to absorb and site ELPAC coordinators are totally overwhelmed. Trying to only share the most important information in chunks. Also... more emphasis on students needing SSIDs assigned in student information system as early as possible so that students can take the Initial ELPAC in TOMS. We only had about 5-7 school days left to test almost 200 students to meet our 30-day window once our TBD students started showing up in TOMS. This doesn't give us any extra time to print SSR and mail parent letters. Still trying to find out if we got a 45-day waiver extension. More clarity and updates from the state would be helpful.
* More clarity with questions rather than copy and pasting the manual information. We have specific questions sometimes and with things evolving due to COVID, there is so much information and providing clarity is appreciated.
* More guidance on remote testing
* More resources on testing remotely and the transition to online testing.
* More specific information and timelines as we are continuing to wait for guidance on remote testing as well as an extension of the initial ELPAC assessment
* More support related to distance learning.
* More Technology support. Giving this test remotely as well as during the pandemic is somewhat overwhelming.
* More timely updates - the remote testing guidance was delayed
* Office Hours and discussions with people have been really helpful since COVID started.
* remote testing for test administrators that can be done virtually with staff
* REMOTE TESTING Guidance!!!
* Remote testing resources or contact numbers of people that can answer questions.
* Remote testing training resources
* Support in testing during pandemic.
* The recent shift to online has made it harder to get paper materials to train our staff. Specifically the BINDERS used to train staff in ELPAC administration. We need a better yet secure way to train staff remotely.
* Updates on issues related to COVID adaptations.
* Videos for Remote Testing would be very much appreciated. The videos are very supportive for us all.
* want to know how is testing is going to be after COVID 19
* We need support with how ELPAC works through a remote t4esting environment. Many of the questions for kindergartners necesitate pointing for both the student and the examiner. Showing how to do this remotely with 4 and 5 year olds would be a huge help.
* We need to have better testing procedures for emergencies. I only received the COVID testing guidelines as I was nearing my 30-day deadline. Furthermore, the computer resources were extremely problematic. First off, the DCFs take an impossibly long time to upload on a Chrome browser. I can't load them in time to complete testing. They worked on Microsoft Edge, but not Chrome. Secondly, kindergarten needs a computer-based writing domain. I had so many problems with testing because I was unable to do this. And finally, you need to have remote testing guidelines. It is COMPLETE UNACCEPTABLE that I was forced to meet in person to complete testing. I had to be around grandparents who did not wear masks to complete testing. How did you not have comprehensive guidelines on this BEFORE the start of the school year?
* We were told at an ELPAC Q&A on August 14th that instructions and support for parents (in both Spanish and English) would be released to support the remote testing of Initial ELPAC on August 21st. The remote testing instructions for test examiners were released last week, but I have not seen anything to support parents.
* We will need guidance during distance learning due to COVID 19.
* With COVID additional resources and support for training of test examiners that are more user friendly.
* With remote testing, a demonstration video of how to administer testing would have been helpful.
* With the pandemic and students on distance learning, administration of the Initial and the optional Summative ELPAC have been frustrating and difficult. Guidelines for administering were shared, then changed, then shared again--it has been very frustrating. Finding testers has been difficult also.

#### Resources

* A general calendar of happenings and deadlines.
* A guide to administering the ELPAC to sudents with IEPs. Where exactly on the IEP do we mention domain exemptions? What can qualify as a domain extension? Any recommendations on preparing these students for ELPAC? What should we do if we feel the ELPAC doesn't reflect that student's abilities or what if we feel that a particular child's eligibility impedes them from scoring well on the assessment?
* A simplified outline of process with links
* Additional languages could be available for parent letters.
* Advanced information on possible spring summative exams.
* After watching all of the videos and reading the binder, I still had no idea what to do. Again, I had to call CalTac multiple times to understand the process.
* Again some step by step videos. Like Calpads puts out.
* Again, kindly create a more organized way to present and access the information. Thank you.
* All the resources and supports are great!
* Concise info for teachers on how to use the data.
* An update on the 45 day extension would be nice. All we hear is .. we are waiting. Some details on it's not looking likely, or it's a coin toss, or the fact they haven't said no yet is encouraging. Anything but just wait. :)
* anchor responses for elpac practice/training tests items
* As a new coordinator, I want to know how to start testing. How do I identify which students at the schools need to be tested and then what's the first thing I need to start testing (materials list for each examiner and what they will need to access for each student).
* At times there is simply too much information all at one time and I feel overwhelmed.
* Binders and video or Google Meet recorded training sessions
* Clarity of directions and alignment of training materials - too many long or unclear emails that are redundant, rather than a single update every week or two.
* Continue to provide up to date information regarding ELPAC.
* Districts need timely information especially now.
* Documents that highlight updates and changes are helpful. Minor edits and updates can be easily overlooked.
* Don't send so many emails. Do not change guidance, once given.
* Easier to read student level completion reports - right on the home page
* Easy way to link resources to send to teachers
* ELPAC for Dummies
* ELPAC Moodles simpler to access
* ELPAC resources have been better than CAASPP resources in terms of due dates and planning guides. But the best resources I've gotten have been from LACOE and not the state.
* Guidance for brand new coordinators would be great
* Guidance on how we can help improve ELD instruction to meet ELPAC tasks
* I am also really new at this position with very little background so anything at the really basic level would be great
* I feel like I have a better grasp on ELPAC, but once again, am feeling overwhelmed. I still have a lot of unanswered questions.
* I feel like it's often information overload. I can't always keep up with it.
* I feel like very little is talked about regarding Moodle. I'd like videos that show us where to access the Moodle calibration tests. That website is not user friendly.
* I like all of the emails but sometimes there is just TOO much information on them. Also, when you duplicates are sent daily is very difficult.
* I like the checklist that I once saw. I wish there was a readily available or obviously titled LEA ELPAC Calendar by month with timelines/deadlines that are easy to print and follow.
* I liked the way the TBD listed kids at the bottom together on the TOMS page.
* I need a way to know for certain the student's test will appear when we log them in. Something like a sample SSID.
* I need fewer emails.
* I really appreciate note taking guides that accompany slide presentations.
* I do not believe I need any additional resources or supports.
* I think all resources are included
* I think keeping up with changes are one of the biggest challenges. Having more webinars is always helpful. I would like to see a few years of not as many changes. I do love the chat resource it give you a quick response to answers needed.
* I think videos explaining steps, as well as visuals during videos, are more helpful to many coordinators.
* I think you do an amazing job of providing written, live, posted and monthly updates and reminders. It is great that the information is repeated so many times. This would be good to know ahead of time. 'As previously shared in ... or will also be shared and posted on...'. that would just alert us that it is not new information all the time.
* I was just assigned this role over the summer. While there have been a myriad of emails, it is slightly overwhelming to figure out how to prioritize the tasks. A checklist or timeline for the year would be helpful for me, as a visual learner.
* I wish there was specific training videos for us to share with staff rather than the ones we were trained with. Perhaps I just missed them.
* I would like clear guidance regarding how to assess new students on the initial ELPAC.
* I would like it to be easier to get questions answered regarding ELPAC requirements, data that must be kept by the LEA for Auditors and forms that may help to keep track of information.
* I would like more details regarding uploading students to TOMS and how to run reports
* I would like more of the Frequently Asked Questions and more videos.
* I would like to see a video on the logon/setup steps, even though we have them in the DFA and binder. There were a few points that still confused me on paper and would have made more sense if I could see the process being done via video.
* I would like to see more resources in criteria to reclassified students.
* I'd like more "how tos" with step by step instructions and screenshots
* It feels overwhelming to get resources in so many emails. I love the ELPAC Coordinator Checklist, so linking the videos and resources within the checklist is & would be really helpful. Then I'm not having to search through all of the emails.
* It is hard to keep track of the most current guidance.
* It is very difficult to process out of state EL students who have been reclassified. A better resolution needs to be in place to recognize these students.
* It is very difficult to provide support for our testing team. To even try to access the testing tools is very difficult.
* It would be good to be able to pull reports for Initial and Summative ELPAC to identify students that need to test. Since accountability is through information in TOMS, it would be helpful to be able to pull reports for rosters from the system.
* It would be helpful to receive invoices with materials we order, even if they are free of charge to keep records at our LEA's.
* It would be nice to have an introductory email and video instead of being bombarded with e-mails. I have no idea what is going on and what the different acronyms are and job roles. I was thrown to this position and was given a link to register.
* It would have been nice to have had the training materials last year before we were asked to train our staff and start administering the computer based ELPAC. That was rushed and ineffective training.
* It's really helpful to see videos of proctoring... if anything changes, or for the alternate ELPAC, those would be helpful
* Less Correspondence, and more links would make things easier to dig through. There is an excessive amount of information sent out.
* less emails - one source only and less verbiage - get to the point and make it simple
* Less emails, it's too hard to keep up.
* Make it more streamlined...do this first, then do this, then this...etc.
* Making them available a little earlier.
* Materials updated and released in a timely manner.
* Moodle reporting could be improved. It is difficult to have to process the completion data to get site level information about calibration completion to the TSCs.
* More accurate file format documents of student score report files.
* More and better information about the laws and statute that apply to testing
* Calibration work for test administration takes up far too much time and I believe calibration can be done much quicker. The multiple times the calibration quizes need to be started over from beginning is not worthwhile.
* Getting information about training my examiners using Moodles was a pain. Two different counties told me different things, so I have people completing the wrong moodles.
* Getting information faster.
* I am always eager to hear the Q&A sessions embedded in ELPAC webinars because that really helps me understand my next steps. I wonder if we could occasionally have webinar meetings that are just Q&A sessions or have "office hours" for LEAs by county or city. I'd appreciate to have more live, virtually face-to-face time with people who can answer my questions.
* More consistent and timely communication
* More direct answers, I feel that sometimes I get vague answers.
* More flow charts/check lists. I have to dig for information on my next steps.
* More guidance on how to assess remotely, videos or training, as well as more samples of parent letters that are required.
* More guidance on how to meet timelines
* More information about Initial ELPAC and testing students with this test that have moderate to severe disabilities.
* More information as things are constantly changing. Do a video on how to remotely administer the ELPAC.
* More information on how to assess students who cannot come to the site.
* more practice resources for scholars and teachers to use in their delivery of teaching the standards especially with the listening component
* More translated documents and information readily available to share with parents and families.
* more updates
* more video instruction...also, it seems that there are SO many sources of ELPAC info that it's hard to concentrate on exactly what needs to be done...many voices (maybe they are all just repeating what YOU are saying) but my inbox is flooded with ELPAC messages...feels overwhelming.
* More videos and resources on remote testing.
* More videos! More timely resources. Many ELPAC SA resources came out in the Spring after testing had begun. Remote testing guidelines came out very late and now we must pause due to error.
* My team would like videos on handscoring.
* Need more help with the reclassifying students
* Need the option for a virtual Summative ELPAC to be administered both for the optional Fall 2020 and Spring 2021 window.
* Need to create a nice diagram to better understand the relationships between elpac.org, TOMS, and moodle.
* Need videos on how to administer the initial elpac with safety protocols in place
* No more resources! The navigation of having to find items can be daunting.
* Not as many emails!
* Not being able to have what I need in the search and help areas. I also would like some step-by-step instructions in the download/upload areas as well as others.
* None at this time. It would be nice to have a state mandate allowing us more time to complete initial testing.
* Nothing additional. However, sometimes it feels like there is too much information and in too many places. The monthly Update emails are very helpful.
* Nothing additional. Sometimes I get too much and have to weed through the redundancy to get to what I need.
* Nothing else for now. Every time that I need something, I call the support line and always get answers for what I need.
* Nothing. The resources are wonderful.
* One page doc with timelines needed and resource links
* Parent resources translated into more languages.
* perhaps a weekly spotlight on certain parts of ELPAC - short trainings or interviews or informational groups....
* Please continue providing directions and communication about changes.
* Practice test and videos for remote administration of initial ELPAC
* Printing of individual student score reports should be easier.
* Question - why is the ELPAC test administration more secure than CAASPP? Why is there a need for Moodle training, etc?
* Recently ELPAC did an overhaul on the system and made it more user-friendly. Thank you!
* Release of training materials in a more timely manner. Streamline emails sent. Too many are sent with info not necessarily meant for everyone as ELPAC, CAASSP and ELPAC Alternative are not coordinated by the same person. Sometimes can be overwhelming.
* Release of videos or materials prior to testing
* Reports that can be run more easily to see historical ELPAC scores for students.
* Resources don’t give school sites that started in August the time to test initial assessment within the window.
* Resources have been more than appropriate for our District.
* Resources in multiple languages (other than Spanish) are needed in my district. We have a small but very diverse EL population with about 35 or more different languages.
* Return the LST! You've heaped changes on us this year and we do not need them. With the allowance that we can use the paper/pencil Initial until the end of the year, you should also reinstate the LST so we don't have to do hours of Moodling to be cleared to enter scores in the new system. The support we need is that you're CONSIDERATE of the stress we are all under and APPRECIATE that these new changes mean hours of extra work on us.
* Sample videos of the ELPAC and documents that support test examiners
* Short videos on how TE and TA can verify accessibility supports, how to add/edit, how to run a test session remotely on various devices (ie iPad, chromebook, laptop), running completion reports videos for teacher (TA)
* Simple powerful resources with easy access.
* Simplification of the process.
* simplified versions of the DFAs
* slack channel or other group messaging system to ask questions and share solutions with role alike people
* So many resources, hard to locate at times. Not very intuitive.
* Some of the information released has been clear as mud. Especially the 45 day extension (or not) confusion was stressful. Single school districts need extra support.
* Sometimes it feels like materials are shared late (i.e testing windows begin and resources still aren't shared yet)
* Spanish versions of ALL family communications much more quickly.
* Step by step of deadlines on one sheet.
* Step by step outline of the required items to be completed by a coordinator.
* Straightforward task list with links to relevant documents and resources.
* Streamline the info and procedures.
* Streamlined communication. There are too many emails sent out with the same or similar information.
* Suggest visuals as there is a lot of information coming out. Having visuals would help presenting and sharing informaiton with school sites. Thanks!
* Support for testing that does not require the purchase of an additional projector, mirror monitor or other purchase of equipment.
* Support videos for online ELPAC testing. Videos that show how to test remotely for ELPAC testers, videos for parents to see how testing will look like, etc...
* Supports aren't useful if they aren't available on time. CDE's timeliness to react and provide coordinators with support, though understandable, is unacceptable.
* Suspend remote testing, it is much to difficult and we do not have the resources or time to do it effectively.
* Test admin demo videos, if not yet available
* Testing length and apportionate amount are not equal, we have to use a large amount of money to test due to the large number of ELs we have.
* Thank you for all the communications and resources. I don't think it's the resources, but just having questions answered, also the time it took to get information on remote testing. Because of the unknowns for a while we haven't had the opportunity to test our initials in a timely manner and the 30 days are making it difficult to be compliant. I am also assuming it is going to take longer to assess students remotely and we will not meet deadlines. I am hoping the governor signs the bill to extend the days. Thank you again for all the information!
* The challenge is keeping up with all of the changes. ELPAC has so many moving pieces and they haven't stayed the same over consecutive years.
* The emails tend to be long and unclear.
* The moodle is confusing and difficult to navigate.
* The Moodle Key process is somewhat confusing. Other than that, thanks for all you do!
* The moodle site is frustrating. It would be helpful to have the same user credentials to navigate all resources.
* The moodle site was not easy to navigate.
* The Moodle training site is very difficult to navigate with list of 'keys' and resources that are hard to find.
* The practice ELPAC test gives the impression that the actual test is not that rigorous. This creates a "shock" when the students take the actual test. It also does not prepare the students well.
* The quantity of resources is robust and plentiful. It would be nice if there were one concise streamlined training module for the Summative assessment. Currently presenters have to bounce through components that may not be needed.
* The resources provided are adequate. I need the resources to be available sooner. It's difficult to train and support sites when resources are provided so close to the time of implementation. Online training (Moodle) has been helpful in initial training.
* The training portion, and test calibration is time consuming. A rewind button is important in areas that it is currently blocked. Perhaps, in the future an option for administrators who are not first time users can have a more streamlined approach.
* The training videos have been SO helpful!!
* The website isn't always easy to login when you are the coordinator for both CAASPP and ELPAC.
* There are MANY resources, but it's too much! The resources support the process, but the process itself should be less complicated!
* There are so many resources, it is difficult to know where to find each of them. There should also be training in Moodle for experienced and new examiners.
* There is a lot of information, but it is not always clear. Also, the training did not help during Distance Learning as it was given as if things were typical.
* There is so much information out there, but it's very difficult to find specific information. I think that there is too much available and not enough focus on the 'must haves'.
* There needs to be clearer directions for the Title 3 laws and how they apply to ELPAC. Who to test, what if the HLS is wrong, how to notify parents. Everything is too scattered throughout different websites. There are also way too many emails. An update email once per week with all updates would be much more clear than bits and pieces all week.
* Timeliness of resource availability.
* Timely resources and guidance meeting requirements. We waited for two weeks for guidance and technology and all we received was technical support. ETS needed to have provided us with technological advances to support online testing. While the technical information is needed by some, it does not provide the resources necessary for districts who are now three weeks behind their remote testing due to the CDE/ETS request not to test remotely, yet. "" The CDE and ETS are currently working on guidance for remote testing. LEAs should not attempt remote testing until guidelines have been shared by ETS."
* To have video tutorials for all universal tools, designated supports and accommodations on both ELPAC.org and CAASPP.org.
* TOMS assistance Basics about reclassifying procedures in CALPADS
* TOMS support and creating and supporting my teacher users
* Too many emails, documents, and information to weed through. Who writes this information? It is not human-friendly.
* Too much of the same information - be short and to the point
* Accessing training needs to be easier. I have to track down access keys before I can even get to training materials. Finding who to contact for those keys is difficult.
* uploading Student Score reports has been an ongoing issue. The files sent from ELPAC or the testing company are sometimes not compatible to the LEA ELPAC Coordinator's and support staff computer. Each year, the past 3 years, have been a lot of troubleshooting to access score files and import into LEA SIS.
* Video resources and sample items with annotated responses to help parents and subject (not ELD) teachers understand the rigor and type of tasks students are being asked to do for ELPAC.
* Video tutorials on the technology to turn key, so I don't have to create them when training people. (i.e. moodle, TOMs, dEI, etc.
* Videos are really helpful
* We desperately need videos that show how the Initial ELPAC is administered using one device managed by the TE to K, 1, and 2 remotely using PDFs of the answer book, entering scores into DEI in realtime.
* We have quite a number of resources and supports that have been communicated to us. If all these were linked to a central document or a running list, updated as appropriate, it will be helpful. Thank you.
* We spend more time on scoring and calibrating. I can see how it may be difficult to build this additional time into the state PD.
* We talk a lot of scoring and calibrating, but we do not spend enough time with behind the scenes information such as CAASPP or TOMS. I had to navigate those websites on my own and it would of helped to have a webinar just on how to use them and how to use them in a way that will be beneficial to us. I do not think I am getting the most out of them.
* We would appreciate receiving information in a timely manner and North South being used to inform and launch. Quite often we are waiting for resources information that impedes our progress significantly ex. 45 day extension, remote testing
* Websites, resources, etc. are difficult to navigate and disjointed.
* would like a better way to input student scores when using paper pencil version of test.
* Yes. I would like a way to view all lists of deadlines and local requirements, so I do not miss them please.
* You send TOO MANY EMAILS. I cannot filter to find relevant information because your emails are TOO LONG and come TOO FREQUENTLY.

#### Trainings

* Are there any live virtual trainings
* Esier access to the trainings..
* It would be nice to have one Moodle course that would suffice for both Initial and Summative tests.
* Maybe during a training, show a step by step video of how to begin a test session (where to go, how to log in), and a mock test session between the 4 domains (starting each domain). I know it is detailed in written directions, but a visual representation would be very beneficial so we can see where to log in and all the steps that follow administering a test.
* More available slots for trainings
* More training
* More training about how to administer the new test format
* More training samples
* Need a better way to train teachers to administer ELPAC assessments. The new online version is long and grueling!
* Online training was great. Much prefer it to traveling 300 miles to a training.
* Regular Webinars to review newly released ELPAC information.
* sufficient training for test administration--new assessors
* Targeted trainings
* The amount of training needed for testing is a huge amount of time taken away from the classroom for teachers.
* The online trainings are good
* The trainings have been very helpful. It was seamless when we transitioned to the computer version. The pilot test really helped our student practice the computer version.
* To have additional training to administer the test and ordering tests.
* Training on Alternate Assessments
* Training on remote administration
* Training on remote administration is the most immediate need. I read through the documentation, but a webinar and a Q&A session would be helpful.
* Would like to see recordings posted within 2 days, not need to wait about a week or longer to review a webinar/webcast/ or live meeting. Sometimes there is only one session, there needs to be multiple sessions or at least have the session's recording available.

#### Technology Support

* Again, someone I can contact easily to answer questions
* An app that has links and shchedules might be very useful.
* As the ELPAC Coordinator, it makes sense to me that the training moodle is accessible on the ELPAC website. Having to visit different web sites to access correlated material seems unnecessarily tedious.
* Customer service support regarding several issues with the ELPAC staffing in the TOMs system.
* digital library with lessons that will assist teachers prepare the students for the test task types, like there is for CAASPP
* Don't have the testing system go down in August, it's our primary window!
* Everything is hard to find. You call one number and get transferred a bunch of times, to find the correct person.
* FAQs! can group testing be multiple grades?
* Fewer emails, please. We are drowning in information. Bullet point emails to help us identify key information.
* One on one support with TOMS
* Fewer emails. I feel overwhelmed by emails and it is difficult to know which to read carefully as there are so many. I would rather a site - even if one needing log-in credentials - where all that info is located.
* Finding concise information in one place has been challenging. There are many websites containing information. I like how the ELPAC page has the blue box links on the left. It would be nice to refine the boxes for more specific things like IA or SA administration, where to find scores, Quick Reference Guides.
* for the CERS to work properly. I am unable to locate previous ELPAC scores when students transfer from a different LEA to mine
* I am having trouble logging in and using the materials. I am new to the position and we don't have a lot of EL students.
* I am very much looking forward to us not having to hand complete the Accommodations page uploads, especially since the one for CAASPP is just slightly different than the one for ELPAC necessitating everything to be hand entered twice.
* I don't feel that I get a clear answer when I email CALTAC's for support. Rather I feel that I get a copy/paste answer from a document, if that makes sense. I usually takes me a couple of emails back and forth before I get my question answered.
* Important announcements need to be placed on the "landing page" of ELPAC.org. I feel like known issues has to be very visible instead of a tab which has to be accessed on your own.
* Instead of just reading the note taking points, the presenter should go into some depth. Take a cue from the questions in the chat room about what people really want to know
* It always seems like a puzzle trying to figure out the correct moodle keys.
* It would be nice to have a hotline that is 24/7 like the ETS one. This would ensure we have expert advice to check in on questions as they come up.
* Live person support
* Live video chat to help walk us through TOMS
* Make Moodle more user friendly.
* Make the website (elpac.org) more searchable.
* Making sure the website has been updated. It would also be helpful to have a section on special education and testing.
* more specialized technical support.
* Phone support is very good and always available, which I appreciate.
* The answers for Moodle were incorrect. There were items that played the wrong audio for the question. We weren't able to download the audio files as we've done in the past. Not enough sample items for training.
* TOMS support. There have been issues and no solutions for about a week.

#### Mentoring

* A program that partners up similar schools to share best practices and ideas.
* An LEA ELPAC coordinator coach or mentor
* Direct contact with someone for frequent questions
* I wish I had an assigned point person to help me transition into this role and understand the necessary timeline and tools for the whole ELPAC process!
* I would love a mentor who can work with me one-on-one
* mentor or coach
* More district supports
* More individualized support
* Summer support to get ready for the following year.

#### Miscellaneous

* A way to find out which new students are already identified ELPAC.
* An extra person! I'm the only employee of my entire district and the amount of time ELPAC and CAASPP take are overwhelming.
* CALPADS and TOMS are cumbersome. The state should adopt a universal SIS and data management system for all school to use. This would eliminate many data errors
* Can't think of any.
* Chrome books from my district that will make testing a bit better.
* Consistency!!!!! PLEASE and thank you.
* Create an LEA-level test examiner role for LEAs that do IA at the central office. As it stands now, I have to give 34 (one for each campus) different roles to district examiners.
* Everything comes to late.
* Everything is good. Thank you
* Everything is great.
* Explicit explanation of difference between primary LEA ELPAC coordinator and secondary LEA ELPAC Coordinator. If the secondary coord does the bulk of the work, do they also get all of the same email/access/etc. as the primary?
* I can't think of any at this time.
* I can't think of any.
* I don't know yet/
* I feel I have enough for the moment.
* I just need time to sit and look at them. Nothing from your level.
* I'm still working through the details.
* It would be nice if we didn't have to keep having the superintendent go in an assign us our roles. Once should be enough.
* It's all good
* It's fine right now
* Keeps getting better each year.
* Less changes. I cannot keep up with all the changes
* Needs have been met
* No supports needed at this time.
* One of my biggest frustration is having newly enrolled student's ELPAC scores. It's frustrating to not have access to this information early in the school year. Even though we are told to request them from previous school, those previous schools don't always respond. In my dreams, I wish these scores would be available on CALPADS or even on the ELPAC website. Right now when I look up students on ELPAC alot of information comes up but the most important datat (ELPAC scores) does not. Please make this happen!
* We are challenged yearly to have staff trained in the administration and score reporting of the ELPAC. Too many changes year to year to the process and assessment which requires more trainings with a limited staff
* We are waiting to find out if the 45 day extension has been approved for the Initial ELPAC.

### Quick Reference Guides are Poor Quality

#### Simplicity

* Always too many words.
* As with all guides, visual simplicity helps. Less text, more visuals. Teachers don't read directions if they're too wordy.
* I would like them in short video format as well.
* No one reads anymore, including my teachers. Can you create the guides in video format? Like 1 minute instructional videos? It's easy for us to use the video links as well and users are able to retain the information more readily because they're receiving it in visual and audio format.
* Some of them are VERY long
* These have been a great addition for most people. In the past we have had to develop these in-house.
* They take too long to navigate.
* Too lengthy

#### Topis/Content

* I need to know more about my role/goal of not only my position but more about the goals of the test itself.
* I wish it would have stated that speech-to-text programs were not compatible with CAASPP yet, which is the reason they weren't working.
* Screenshots would help
* They are not relevant in our actual Initial administration.
* They need to be updated

#### Availability

* It is hard to find resources on the website.
* They are good for in person pre-COVID-19 days; now, they are not really useful.

### Unlikely to Use Quick Reference Guides in the Future

#### Simplicity

* Create videos with these QRG instructions. If you don't do it, I have to. Just like the instructions on how to use the accommodations tools when CAASPP first started. I should not have to use other districts as resources.
* I like to call for help. It is easier when someone explains
* I'd rather show someone. Instructions are painful.
* It's easier for me to ask a live person than sift through keywords that can direct me into too many facets
* The Quick Reference Guides quality and timeliness vary greatly. A small detail on the CAST administration is that the reviewing the student test settings is mentioned after the approval of all students. Seems like it is not a big deal, but people tend to follow directions in order. In addition, updated versions sometimes come out too late. We have to train site coordinators 1-2 months prior to testing to allow them time to train their staff. Releasing documents 1 week prior to testing (or after testing windows open) is too late. By then we have created our own Quick Guides. We do use some of the guides, but do not rely on them due to the issues stated here
* Too lengthy
* too much reading and I would get a quicker answer asking a colleague or making a phone call to ELPAC

#### Topics / Content

* I usually reference the ELPAC and moddle websites for more up to date information and training.
* I wouldn't use them for my personal benefit since I already know how to do these things. However, I would use them in training or provide them to others that need to accomplish these tasks but are unsure of how to complete the task.
* Unless they are updated with COVID-19 Remote testing directions - The information presented is already on the DFAs on a different layout. We need Remote testing guidance and supports that ETS should provide to CDE.
* We have already created documents

#### Availability

* I already know how to do the things I would be using the quick reference guides for.
* I create my own with more details.
* The Site Coordinator will use this Guide
* your website is a complete overload of links and it's pretty much impossible to find anything

### Unlikely to Recommend Quick Reference Guides

#### Format and Content

* Create videos with these QRG instructions. If you don't do it, I have to. Just like the instructions on how to use the accommodations tools when CAASPP first started. I should not have to use other districts as resources.
* I create my own with more details.
* I don't always find what I'm looking for, or I'm not sure of what to look for when I have questions. I usually use the 'chat' option because it's simpler.
* I don't always know what I'm looking for. There are so many guides, but I don't always know where to look.
* I put the information onto a powerpoint there are too many references for people to go searching through. So I condense it with still linking where to find information.
* In there current form, I do not share them, but I do use them as a template for a new document that contains less information and fits on one page
* Most of the time we use your guides to create our own guides that use everyday English and incorporate our district procedures/guidelines.
* prefer to speak to someone
* Your instructions are tedious and frustrating for everything.
* Same reasons as before - information can be found on DFAs and not relevant to this new COVID-19 remote testing environment.
* your website is a complete overload of links and it's pretty much impossible to find anything

### Accessibility Matrix is Poor Quality

#### Format and Content

* It would be helpful to have the column headers on each page. I would suggest adding colors and different fonts, etc, to make it easier to use as a quick access reference. It all looks the same, so it doesn't lend itself to quickly grabbing the information.
* A lot of information so sometimes hard to read.
* At times it can be overwhelming. I use the placemat [Accessibility Resource Graphics] to begin then into the big complex matrix.
* I like the very condensed one page matrix that was created but this is good as a more in depth reference check
* I wish it contained hyperlinks so that it would give teachers and administrators more information on each one (it's use, ways to use in classroom, etc). I wish teachers could have the Smarter balanced assessment Consortium, comparison crosswalk and the matrix all in one.
* It needs to be shared and reviewed with the Pupil Services department every year. IEP teams need to use this the most but they don't always get updates or access from their team.
* It's hard to read. I would like a different matrix for each test. Some accommodations/supports are listed, but shouldn't be chosen (e.g., streamline on CAA-makes the test unreadable). I use this matrix to create my own for my school's staff/students.
* It's quite dense. Not sure there is a better way; it's just a lot to process.
* More clear which parts apply to students with IEPs
* More teacher friendly, built directly into SEIS would be helpful for more proper student assignments.
* not user friendly
* The descriptions are too wordy.
* The snap shot doc is much more user friendly, especially since the target audience is teachers. They don't have time to scroll through the lengthy doc to gather the info they need.

#### Use of Resources

* Designated supports - do they need a 504 or IEP for these and it is unclear if their scores are automatically a 1 when some of these supports are given (translated instructions, read aloud, pause/replay during speaking & listening). They seem to fundamentally adjust the test but I called and no one can give me a straight answer as to what changes scores and what does not....
* We are going to re-work it internally to asking a question for each and then assign accommodations/designated support based on the answers. For example, teachers still select calculator for students thinking that they will have a calculator to use on all math problems instead of just the embedded one when actually the calculator is for visually impaired students. That's just one example.

### Unlikely to Use Accessibility Matrix

* I feel fairly familiar with what is available.
* I prefer the one page matrix in color. It is a friendlier and easier to use version.
* I think the [accessibility resource graphics] lists of available supports and accommodations are more user-friendly for sites. I typically share that resource as well as the CAASPP Accessibility Guide with sites.
* I use the information to create my own matrix/table that is easier for my teachers to choose the appropriate accommodations/supports for their students.
* More teacher friendly, built directly into SEIS would be helpful for more proper student assignments.
* Not enough information and is confusing
* Our Resource Teacher (who is my secondasry CAASPP coordinator) sets the accessibility for the students.
* Our students do not qualify for the Matrix.
* Usually brought to me by the special ed teachers
* We are a very small school.

### Unlikely to Recommend Accessibility Matrix in the Future

#### Content and Formatting

* As coordinator I have to break it down into more easily accessible information. The matrix by itself can be overwhelming.
* As the coordinator, I use the Matrix to provide information to the teachers. Giving them the Matrix adds one more layer of information that can be overwhelming.
* I prefer the Usability, Accessibility, and Accommodations guide
* I wouldn't be comfortable recommending something I haven't used.
* it is very busy but i do see why it is important to share. A more concise one would be good.
* Not enough information and is confusing
* Same as above easier to read versions in color are better for teachers and administrators.
* The Matrix is so much better since merging both, but some things are still not as clear as we need it to be for our district context. So we slightly modify the exisiting Matrix to add context and examples.

#### Other

* I am the only one testing. Our site has 5 EL students.
* I would have them read it to understand themselves, but I would never recommend that they use it with teachers, guidance counselors who write 504s or IEP teams.
* I'm not comfortable explaining it. I'm overworked as a full-time teacher AND the my LEAs ELPAC coordinator. I'm doing two full time jobs and not by choice, really.
* I would like if there were examples or scenarios to help understand the matrix.
* This matrix is coming from the LEA testing coordinator. It should also be part of the Special Education training. I provide it to them but I feel it is often overlooked and then they scramble at the last minute to use it.

### Tools for Teachers Comments and Suggestions

* As a Spanish immersion school the tools are not helpful.
* As I said in the previous text box, I am a rookie in the ELPAC realm. I look forward to becoming more familiar with the tools and resources this year.
* As with all the resources mentioned in this survey, I have not yet fully familiarized myself with them as last year was my first year of being a coordinator. Still learning.
* CAASPP oriented, little of use for ELPAC
* Could be a little friendlier.
* Create webinars and offer some certification for teachers to attend and get exposure. Sharing it as a resource is good, but creating some formal training to send teachers to might give good opportunities for professional development and then exposure to the site and more regular use of the site.
* Distance Learning has not really given much time to teachers to learn anything else. They are overwhelmed right now.
* Due to COVID distance learning, teachers are overwhelmed with just surviving each day
* Excited to see this tool!
* For question 38 - we used the Digital Library and I expect us to use Tools for Teachers as well. I don't have any suggestions, as we haven't accessed the system yet.
* Great improvements over the Digital Library and integration into TOMS makes accounts easier to manage. Videos and/or QRGs would be great.
* How do we access this information for the teachers?
* I do not have enough information yet about Tools for teachers.
* I don't have any yet.
* I don't know about this yet. I have to first get through the first mountain of information.
* I don't know for sure if my teachers use it but I am sure that it is only a few people, if any, that do.
* I don't think teachers have time right now to dig into this with Distance learning.
* I feel it is a "friendlier" tool over the previous Digital Library tool. I will be providing our staff with training and time to explore and access Tools for Teachers!
* I had no idea about this. I missed the north south assessment meeting and am waiting for the video release. I hope to learn more.
* I hope it actually works cause we were never able to access anything in the digital library.
* I hope the tools are not like the Digital Library. It was horrible, not user friendly.
* I look forward to navigating through the tools for teachers.
* I mainly focus on ELPAC administration.
* I need to give them a reason to use it....what is the draw that will help them teach their students and improve scores??
* I need to learn more and have more experiences with it first
* I plan to train teachers on Tools for Teachers, I am mindful of when and how as teachers have a lot on their plate with our district starting out in Distance Learning. Timing is key to rolling this out to teachers!
* I think all registered users within the TOMS system should receive emails regarding the Tools for Teachers.
* I think it's a much better resource than the Digital Library.
* I think that Tools for Teachers will be a wonderful resource once we have our assessments dialed in.
* I tried to get the Digital Library going for our teachers 3 years ago. I hosted a training on how to access and use the platform. No one used it. Feedback was that the platform was too cumbersome and didn't supplement what the teachers were trying to achieve in class.
* I tried unsuccessfully to use the Digital Library.
* If it's anything like the DL, then no. Not robust enough.
* I'm not really involved in curriculum development. The teachers and principal meet about it regularly. When I meet with them about testing, it is almost exclusively about what we are required to do (the summative assessments). There isn't too much interest in using more resources (interim assessments or Tools for Teachers). It's not really my department to explore new curriculum resources.
* I'm one of the coordinators more specifically data coordination. THe principle will be taking care of the teacher portion
* Include as paid PD at home on a digital platform, in a non covid, fire season.
* It isn't active until September correct? We plan to utilize Tools for Teachers for Title I.
* It would be really helpful to have a recorded training that we could share with teachers regarding Tools for Teachers.
* It's getting better than the digital library, but still needs improvements for the teachers to access easily.
* It's so new, what other ways are teachers going to find out about it besides through stumbling upon it during a visit to a caaspp/cde website or from an LEA testing coordinator. Since it is really an instructional tools, it should not only be linked to those involve in assessment.
* It's too soon for Question 38 for most of our teachers. We let them get to know their students and are just now preparing to launch this.
* Keep making it easier and easier for teacher access.
* LEAs have extremely limited bandwidth at this time. It may be worth considering communicating less about Tools for Teachers at this time as districts work to launch a very different academic and assessment year.
* Love this new format! I look forward to working with it as a tool to gauge CAASPP performance. I am very excited to use this tool. Right now our teachers are not yet ready for this training, but will receive it in November.
* Make it as user friendly as possible. I would say the same for everything in ELPAC too.
* Many teachers did not like the Digital Library. I hope I can convince them to use the new Tools for Teachers during this overwhelming COVID time.
* More videos of teachers delivering lessons
* Most of the Digital Library focused on Elementary level aids and most of our teachers have found little value or help in using the High School level information
* Need more items for high school!
* No time to review and read all this information to give a test once or twice a year.
* No training has been provided to teachers yet so they have not begun to use it.
* Our district has been plagued by fires in and around the town for the past 3 years. While the tools are new and great, our PD calendars get filled and these tools have not made it to the PD calendar and any opportunities to share with all or find out who is using them has been limited. I have shared with site coordinators, but have not walked them through them, yet.
* Our plan was to use it this year however there are a lot of question regarding student access to material through virtual learning. With shorter class times can interim assessments be broken down to fit within the class time?
* Our teachers used the Digital Library in the past. I am sure they will find the Tools for Teachers valuable as well.
* Perhaps our County Office can offer training more often on different sections. With school just starting and so much to learn, it would be great to have it shared in short presentations.
* Please keep it simple - otherwise teachers will not use it
* Right now, this would be at the bottom of our list of items to focus on in distance learning.
* Since it is new, teachers are just beginning to access it.
* So many great improvements in the new platform!
* Teachers are overwhelmed with resources and aren't willing to add another one. The district isn't investing time or training in this resource.
* teachers disliked the digital library so they are very hesitant to use the tools for teachers
* Teachers were not impressed with the digital library and now they are overwhelmed with distance learning. I do not plan to share this resource until the school year has stabilized.
* The CAASP coordinator provides information to teachers
* The CAASPP Coordinator would know more about these tools
* The current environment has resulted in frequent change for our teachers, including countless new resources to learn and process. I do not plan to push out any information about Tools for Teachers this school year and will instead provide support to any teachers who reach out with questions about the new site.
* The Digital Library was a hard sell and never routinely used in our LEA. I'm hesitant to invest too much time in Tools for Teachers.
* The playlist connection with the FIABs and IABs is the best part of this data base. The more resources tied to student data the more actionable these resources will be.
* The thing that prevented the digital library from being useful was the challenge of accessing it and then moving around in it to find resources. I am hoping Tools for Teachers is better.
* There is so much going on that rolling out new information is somewhat daunting.....
* This is new I have not had time to look through things with distance learning
* Too early to make suggestions. As teachers start to use, I will forward any input/suggestions.
* Too much going on with COVID and Distance Learning
* Too much time is needed to find, access and utilize the resources. There is not enough time.
* Too new - we just got used to the digital library - now switching again
* Too new for us right now and not officially opened. We are inundated with software and tools. I have made the information available to our Director of Curriculum and Instruction, and it will be up to her whether or not the district pushes this to teachers.
* Tools for Teachers is not up and running just yet, correct? September 30th is the roll out date.
* Tools for Teachers is so much better than the old DL. In fact, a SPED teacher that I met just by chance at Staples was sharing how much she likes it. I hope our acadmics team will use it during their trainings with teachers. I don't train teachers, only site testing coordinators.
* Training that teachers can access directly on their own schedule.
* unfamiliar with this
* Using the word "Teachers" in naming these programs limits is usability as there exist many other certificated and non-certificated roles that support students who do not fall or consider themselves under teachers. Counselors, aides, tosas, aps, principals.
* Very new so not sure how many have seen.
* We are a non-classroom based homeschool charter, and most of the resources are geared towards classroom teachers. This is why many of the lessons do not apply to our school setting.
* We are digital learning and there is too much on our teachers' plates to introduce them to new platforms at this time.
* We are just starting to roll this out to our teachers. Only a handful have had a chance to really look at it.
* We are online and homeschool charters. From my past experience this was a better resource for classroom teachers.
* We don't believe in excessive test prep and/or assessment. The Tools for Teachers are fine, they just add more to teacher's plates and aren't necessary for our population.
* What is this? I haven't even heard of it. Probably because It's one of 1 billion "resources" and links on your ultra cluttered and almost impossible to navigate website.
* When there are standards and resources that are searched for in the digital library with no resources or links it defeats the purpose of training staff and engaging in the effort to look through things with everything else they have one their plate.
* Where can this be found? Send out a short 30 second trailer promoting this feature.
* Where do I find tools for teachers?
* where is this resource at?
* While i shared them with the staff, i am not sure if any teachers actually have used them.
* With all of the craziness of distance learning and remote testing and such I haven't had a moment to dive into it yet.
* With distance learning it has been more difficult to get information out to teachers. When things calm down I will be sharing Tools for Teachers with our teachers.
* With everything going on, just have not spent time reviewing
* With only 2 EL students in our district, I do not have a need to train other staff members.

### New Coordinator Trainings Suggestions for Improvement

#### Training Logistics

* Allow us to work at home/ or work setting as PD. Record it trainings, or create a digital training similar to Mandated Reporter , Sexual Harrasment, Covid, and Pathogens. A small calibrated quiz at the end. Set up a chat or live line to answer questions through out the year.
* Keep trainings with options as webinars so that we don't have to leave our districts to travel to trainings.
* More zoom calls or in person trainings or webinars - perhaps a calendar to keep track of these events
* Great job. Thanks for letting us veterans attend also.
* Send out calendar invites ahead of time so it is on our calendars before we start other daily planning
* The recording of Live sessions should be available sooner.

#### Training Materials

* Continue to provide note taking guides before trainings. Thanks!
* Have notes actually contain all information and not just an outline with information missing.
* I found them super helpful! Out of all of the CAASPP/ELPAC trainings I've been to, these were the most informative
* It really was not helpful and was a bit general. It was well organized but the three of us that attended were left with more questions than answers.
* Liked the trainings when they were offered by CDE and ETS staff. The current folks are just reading a script and sometimes don't know the answers to various questions. Would like to see District folks involved that can show and share actual samples of things (Like PP's and schedules, etc.).
* Make the complete notes available for all trainings. I can ready and understand faster than listening to someone read off a script
* notes and videos are a great resource
* Please leave up the resources longer
* Post all recordings in one easy to find portal
* Provide notes in advance.
* screenshots!
* Some things are repetitive.
* The presentations were easy to understand and review was important. COVID-19 has provided many obstacles for our Initial Assessments. We are concerned that remote testing may not reliably reflect where our students are in English proficiency.
* These trainings may be for new coordinator;s however myself though not new attended them and they are very helpful. The last one i attended had the notes and i have downloaded the monthly sheet to make sure i am on track. Very very helpful.
* They are repetitive in general information given, but there is so much information to be covered that maybe they should be broken down into sections and go more in depth instead of trying to cover everything every time and just generalizing on some important information.

#### Mentors

* direct contact to new coordinators
* Provide some from CAASPP to check in by phone or virtually to check in with new coordinators monthly.

#### Topics

* More support for the technical side: CALPADS support, webinars for when there are mistakes on our school reports (students not showing as reclassified when previously reclassification completed, etc.), guidance on developing a district wide reclassification standard (the second assessment especially for years that there is not a recent CAASPP to reference)
* More training on how to organize and implement testing both legally and on the ground and less emphasis on content of exams and norming.

#### ELPAC Administration and Scoring Training

* The coordinator for each Charter should not need to do more than one training. That one training should apply to all charters that the Coord Coordinates for.

#### Communication

* Condense volume of emails sent to coordinator to essentially updates regarding system shutdowns, trainings where coordinators learn of the new components to the resource system, and trainings where coordinators learn of new updates to the assessment system.

#### Other

* Even though I wasn't a new ELPAC or CAASPP coordinator last year, I still attended all of the new coordinator trainings last year.
* I felt very prepared
* Lots of confusion over finding the Moodle keys, how to complete training.

### Thoughts and Ideas about the current trainings for All Coordinators and future improvements

#### Training Topics

* basics - get back to basics.
* Ensure the training is updated to include remote teaching and learning and remote assessment, please.
* I am very happy with the trainings offered. I attend the new coordinators training although not new. I feel since things are changing every year, it is helpful to be on track on these changes. Thank you for doing the trainings.
* I appreciate being able to attend even though I am not new.
* I appreciate the ability to attend trainings and access videos when unable. Though I have been doing this for a few years, each year brings changes and it is always good to rehear information.
* I did attend the new ELPAC Coordinator training this year. I have found it very valuable evennthough I am not new to the process.
* I think that too much information is provided in the webinars. Perhaps breaking it down into more specific topics and going in depth with one or two at a time would be beneficial to me.
* Im pretty good about attending most, if not all, training throughout the year. It would be convenient to host for teachers.
* More support please on the time-line and delivery for the year
* Show real scenarios for online testing. (Maybe watching videos of students taking the test and test administrators administering the test?
* There is a lot of repetition when going to a training in person and most of it is all information that has been e-mailed or documents are available. Only about 30 minutes to 1 hour is new information, if you are returning to the role. It'd be great to break the trainings up more clearly by new information and old information. Generally, the first hour is review of the 3 tiered system and so on, things we are familiar with when returning. Condensed and concise trainings on new items would be prefered.
* There should be examples of what other charter schools do, for example rosters, how they gather Sped data, what does it look like what apps do they use, all this training is great but it is never enough because it doesn't cater to charter schools, and we always have to piece together what needs to be done. I would also like to make a suggestion to have certain training open for us to invite a guest, to further buy-in and stack holders interest
* Training in areas that are specifically applicable to our district are important, and refresher courses helpful.

#### Training Materials

* Create short videos. Documents are great for district and accountability resources, but not for the end users, such as teachers and students. If you don't do it, I have to do it and have done so in the past. I want my information on testing to come from the state and the vendor. I don't want to create it or use other districts as resources. Just like the instructions on how to use the accommodations tools when CAASPP first started. I should not have to use other districts as resources. You did such a fabulous job of putting all of the instructions on using accommodation tools in video format, now we need the same thing for all basic components of testing for student and teacher instructions. Make it short and simple, no more than 1-3 minutes tops for each component.
* Moodle for ELPAC offers a clear linear training path, and something like that for CAASPP would be appreciated, that way I don't have to wonder if I don't know something because I missed a training or if it wasn't part of training.
* It's tricky because I find that some of the information is repetitive but also there are always minor changes or new tool I need to then implement testing. Things are always changing.
* Please make all recordings accessible for all trainings on one page.
* Please continue to archive/record trainings that are being offered. Sometimes I'm not available when the training is being offered, but I would like to have access to the materials.
* streamline the training and give the option to read transcripts
* There is not always clarity on whether or not recording will be available after and where exactly they will be posted when they do become available.
* They seem to be sort of a mish-mash of resources that aren't terribly well-organized.

#### Training Logistics

* have training available starting in June rather than being required in a short timeframe during the school year which causes more stress than necessary
* I appreciate the information but it was so overwhelming receiving all the information at once. Broken down in chunks would have been helpful.
* I appreciate the online, video training.
* I appreciate when they are clear and concise. I think these trainings are very valuable. There is a LOT of information to know and share. In order to maintain quality delivery to those that provide the testing to students, the trainings are invaluable.
* If possible, keep virtual trainings to 1.0-1.5 hours. Thanks!
* If there is a checklist somewhere of which trainings I am supposed to do, that would be great. I don't want to miss anything! I like the virtual trainings provided in Moodle.
* It seem like trainings just pop up and appear randomly. Could there be a set schedule?
* Just a list of available trainings, indicating which are required vs. recommended for each role and years of experience, would suffice for me. It would also be nice to be able to assign trainings to my test administrators and site coordinators since many training opps are now online (and I suspect this will be continued in some fashion in the future - think of all the $$ CDE will save!).
* Keep some in-person offerings wherever possible once the COVID situation is mitigated.
* monthly trainings that are short and to the point, so we can join as needed.
* Online training course with checks for understanding and a certificate of completion, like the CAA training would be very beneficial for other areas.
* Training online is time saving, but I still like in person training better.
* Training should be very streamlined and obvious. We shouldn't have to wonder where to go and if we're done.

#### Mentor

* A real live person should contact us and tell us what training we need. We get too many email, most of us have a full schedule as teachers, already.
* Coaching throughout the process to help with the overwhelming amount of information.
* I feel like I know the job, yet I also feel like when it comes down to day to day I get lost.I also have heard at trainings that we should "get" with people from other districts who have our job and see what they have to protocols etc. I am in a very rural district with over 4000 students and I have a very hard time finding those people to share protocols.
* When I started in my role as coordinator, there was no one to ask so I really learned as I went by making mistakes and calling the support line for help - AND THEY ARE GREAT!!!

#### Communication

* A barometer or gauge to display deadlines and trainings --- its a very confusing system and i am sure that i missed trainings and other valuable information for my LEA - I want to do my tasks well but very confused by all the emails and lingo/vernacular (long-winded) sounds like there are plans and progress to simplify all of this - thank you
* As a coordinator, I received hundreds of email. It would be nice to get an email listing specific things that need to get done versus having me read a long email that is unclear.
* Continue to send out information about upcoming trainings, and centralize the available resources on the CAASPP website training page.
* I would like to have my staff understand the importance of training.

#### Certificates or Badging

* As long as we don't have to repeat the trainings yearly that would be helpful, i understand when you are new to the role or if changes are made but refresher courses or "tests" should be developed. To sit through the long in person all day training for ELPAC each year is unnecessary, and if you are saved in the system and change districts you shouldn't have to redo training, so if I am understanding the badges approach would work best with that addendum. Differentiation would be greatly appreciated. Time is already stretched thin.
* As long as you offer them electronically and resumeable so that we can do them at our time and pace.
* Badges and Certificates might be useful to newbies, but with 19 years of assessment/accountability experience, It would just make me grum. Tell me what's new/different then let me go about my business, thank you very much.
* badges are easy to see and collect
* Badges seem more specific and tangible. Certification seems vague. Attending an all day state training doesn't mean you absorbed everything. I like the idea of badges and once you get all your badges you can be considered certified.
* Badges sound optional and more for fun like getting a sticker. Certification sounds more professional and will show that we have completed necessary training.
* Certification sounds more official. Badging seems more informal.
* I agree, some type of program to make sure you are getting adequate training for the role while getting accolades for it sounds good
* I am way too busy to add more into my life for learning even if it may be helpful. I need short, to the point, concise, and a sense of how long it would take me to do.
* I don't think that the current method is great. I am missing out on some trainings that may be beneficial. However, I know that I don't need training on all topics. If a badge or certificate system is in place, would I have to attend all trainings in order to receive a badge or a certificate? I would not appreciate having to sit through trainings on materials I am comfortable with.
* I hope they are simple, short, and straight to the point.
* I like the idea of badge or certification training. It would make it very clear of all the steps and make sure that I've met those requirements
* I like the idea of being certified. I try to attend as many trainings as I can so having a certification would be a great way to show what I have expertise on. I like the trainings that are already being offered. Anything to do with providing instructional supports for math and science are so necessary. This is where EL struggle the most.
* I like the idea of there being a clear path to understanding ELPAC and its features - like the matrix and STAIRS. Those are concepts needed for success and fairness in ELPAC testing...and badges and certificates may be motivating.
* I love this idea of offering certification.
* I love this idea! There are so many things to do to get "ready" for testing...it is overwhelming! A clear, detailed plan of what I need to be trained on would be amazing.
* Honestly, I believe that most of the LEA coordinators I know are self-starters and over the years have selectively chosen to become more proficient in our craft. I don't necessarily believe a badge or certificate will make me more marketable to my employer.
* I need a simplified system to give the students the test each year; ELPAC or SBAC. I don't need a badge to give the test or be certified to give a test. I do not have time to read and take certification exams for to give a test.
* I really don't care about badges or certifications, but I would like a way to know what I need to do, when I need to do it, and how to do it. If badges or certificates work, that is fine.
* I really like the idea of a sort of check off list of what would be valuable or needed as a ELPAC Coordinator to successfully implement all aspects needed for a successful assessment year. I am always open to continued education.
* A training for experienced assessment staff.
* Continued training is always important to maintain compliance.
* Differentiated trainings for new and returning coordinators
* I have found that the training meets me needs.
* I retire next year, so that is why I am not interested.
* I think badges or certificates would be great!
* I think either badging or certification would help track and monitor my own training.
* I think it is a good idea for LEA Coordinators who pass off their duties to others.
* I think it just needs to be SUPER clear on what we need to complete. Last time was SUPER confusing and I did way more than I was supposed to.
* I think the badging system is another system generating things for people to do who are already extremely busy and are aware of the responsibilities of being an LEA coordinator.
* I work in a small district and wear many hats when I started, I found myself revisiting trainings for the first few years. If there was a badging/certificate process would it make it difficult to get to a training the following year? Maybe have to opportunities to attend if wanted,... once to see what we have to learn and once to attend with confidence....just a thought
* I would be interested in either badging or certification if it meant that seasoned coordinators would not need to attend the full training sessions that re-hash the same material each year. In essence, if the certification or badge demonstrates you've met that requirement forever and not just that year then it's a good idea.
* If the badging/certification route comes into place, I assume this would be an ongoing accumulation of badges/certificates and not something we could complete each year. We would need clear communication about what is new for each administration year so that we don't miss updates. For example if I had completed the Interim Assessments module in 2018-2019, I would need clear information about what is new for the 2020-2021 school year.
* If the CDE decides to adopt the Certification plan, it would allow for complete and comprehensive training hopefully in the summer. This would then allow coordinators to go back to their LEAs and actually prepare for the follow year's fun state testing program.
* If there is going to be any badging or certification, I believe that should be enough training for at least a 3 - 5 year period, eliminating the need for the constant trainings.
* Is there a way to connect meeting training requirements to have a certificate of LEA authorization to back up the LEA designation process?
* It would be great to do this for teachers and required assessment trainings prior to SBAC.
* It would be nice to have a personal profile in where your badges or certifications are saved for future reference when you decide to move LEAs or applying to other positions in where these certifications might make you valuable in the field.
* It would create another layer of have-to for us in the field.
* I've been in my position for over 10 years so would not want to have to start over with any training. But would receive badges/certificates for new training or updates...
* Our systems and staffing change too frequently to make any badge or certifications relevant beyond a few years. Also, it does not ensure the coordinators are training locally in turn. The need is to have local training for teachers. Many times the coordinator is managing, but not really promoting and training.
* Please don't add requirements to this already complex process. Some of us serve in many roles and cannot spend further time proving we know what we already know. Streamline and simplify, please. Providing a ready-made training for teachers and paras for CAASPP and CAST would be helpful so that I don't have to put it together myself each year.
* screenshots! we don't need incentives (badges, certificates) to attend, we need real examples of how to use the information presented.
* Similar training certificaton/badge system for teachers and site level coordinators
* Small districts do not have personnel to focus on earning/utilizing these systems.
* The heart of the badge and certification ideas are good, but the implementation will be another hoop for schools and districts to jump through with yet another layer of intrusive and unnecessary accountability that don't directly support students in learning. It will waste limited district and school resources.
* The training is part of the responsibility of the LEA Coordinator, so an incentive is not really interesting to me.
* These systems would make sense if there is a comprehensive list of all of the topics in which an LEA Coordinator needs training. From this list, then Coordinators can earn a cert or badge as they are trained on and master a topic. It would only be clear what additional training I would need if I had a list of the topics I must understand first. This would be helpful too for site coordinators. I spend a lot of time training site coordinators. It would be helpful if there were on online self-paced modules site testing coordinators could work through and earn a badge or cert for each module. They could then submit their certs and badges to their LEA Coordinator to demonstrate they have completed the necessary training.
* This is just another thing on top off all we have to do for this year. Will CAASPP even be happening?
* Virtual Classes that monitor progress and have a final evaluation
* We are a small district and I don't think this would be necessary.
* Whichever approach is fine with me. I still don't have a complete overview sense of all the requirements and technical support I need. A simple one pager with all the trainings/ certifications/ badges necessary would be terrific, with a menu of training opportunities for each as supplement to the one-pager too... then I can hold myself accountable to checking each requirement off the list.
* With either a badging or certification approach, I would be interested in a differential approach to training, i.e. for those who complete the prior years' training requirements, briefly review essentials and focus more time on what has changed since the last go-round.
* Would like to pin the certification to my email address as other organizations do when folks are certified.
* Would love to have this option available as virtual learning will be essential this year.
* yes, I need lessons that I can access and go through on my own. My work schedule is very tight with covid design courses and implementing them online

#### ELPAC Administration and Scoring Training

* I don't like that I have to attend such long trainings every year when things don't change that much year to year on the ELPAC.
* I suggest making the ELPAC moodle training on the same site as CAASPP training.
* I think Coordinators who have been in the role for a few years shouldn't have to do the entire training over again just to get certified. It should be an option or just do the training sections that are new to the current year.
* I would like it to be easier to access training information and moodle information.
* It appears to be redundant for those who are coordinators to attend both initial and summative trainings EVERY year. The trainings are identical from year to year, with the same prompts and binders. Once we have been trained and certified, it should be expected that as professionals that we would be able to carry out our responsibilities without having to take time out to complete the same trainings year after year. Trainings need to be offered close, especially for those in outlying, remote areas. In the winter of this year, I was told that there was no way that attendance could be done remotely/virtually. And now that seems to be the only way. ELPAC needs to stay consistent and work with the districts rather than burdening them with additional, repeated trainings.
* Some trainings are too long- example Moodle certification. I would like to see modules offered so that districts/sites could select areas of need as described for LEA and site coordinators
* Teachers are not trained and certified to give SBAC assessments, why is it needed yearly for Initial/Summative ELPAC for the whole group sections?
* The ELPAC Moodle Reporting System needs work. It's not very easy to pull out the information needed to verify calibration completion
* The one training could apply to the same coordinator who coordinates for more than one charter in their network.
* Tiny rural schools, with 0, 1, 2, or 3 EL students only, should not have to train for everything that large schools train for.
* Videos are nice for training, but for me, nothing beats the live (online or in-person) training. I want to be able to practice with a person by my side and when I come to a snag be able to ask someone what went wrong. For example, I found that the logon/test set up process was much more complicated on paper than it actually is in real life.The problem is that learning to do it just through the videos and the manual took a lot of valuable time (reading, trying to understand, etc.) and was confusing at some points. Even the calibration process was frustrating in some cases because I would choose a different answer than what they wanted me to choose, but I would disagree with the reasons given by the system. In all, I had some problems getting through some simple things due to not knowing one little detail clearly. It was stressful.
* We need clear guidelines on ELPAC Calibration for both the Initial and Summative Assessments.
* Would the badges or certification mean I would not have to attend annual training to continue in my role?
* Would these systems mean we don't need to do the same trainings every year again and again?

#### Other

* I receive too many emails its overwhelming at times.
* I recommend reclassification trainings
* Issues that arise with TOMS/Calpads/SIS and Sped Reclassification with ELPAC process
* The emailed newsletters are helpful, but there are a lot and it if often hard to keep up. Consider curating the content during this time, especially we are also changing how SELA is reported
* The greatest possible simplification is preferable.
* This testing system is overwhelming and not even realistic for our SH populations.
* Training to maintain our skills and help our teachers in helping our EL students.

## Appendix C: Data Tables

### Table 1 – LEA Size

| Number of Students | Percent of Coordinators | Percent of LEAs |
| --- | --- | --- |
| Fewer than 1,000 | 46 | 66 |
| 1,000–5,999 | 21 | 8 |
| 6,000–9,999 | 29 | 4 |
| 10,000–29,999 | 13 | 7 |
| More than 30,000 | 3 | 1 |

### Table 2 – CAASPP, ELPAC, or Both

| Type | Percent of Coordinators |
| --- | --- |
| CAASPP only | 19 |
| ELPAC only | 25 |
| Both | 56 |

### Table 3 – Satisfaction with Amount of Resources

| Coordinator Type | Percent in 2018 | Percent in 2019 | Percent in 2020 |
| --- | --- | --- | --- |
| CAASPP | 84 | 83 | 87 |
| ELPAC | 79 | 82 | 85 |

### Table 4 – Satisfaction with Quality of Resources

| Coordinator Type | Percent in 2018 | Percent in 2019 | Percent in 2020 |
| --- | --- | --- | --- |
| CAASPP | 83 | 83 | 84 |
| ELPAC | 81 | 81 | 83 |

### Table 5 – Tools for Teachers Training and Information

| Offer Tools for Teachers Training | Percent of Respondents Providing Information | Percent of Respondents Providing Training |
| --- | --- | --- |
| Yes | 30 | 9 |
| No, but I plan to | 62 | 67 |
| I don’t plan to | 8 | 24 |

### Table 6 – New Coordinator Training Awareness

| Coordinator Type | Percent Aware | Percent Not Aware |
| --- | --- | --- |
| New coordinator | 59 | 41 |
| Not a new coordinator | 63 | 37 |