2025 Oregon Extended Assessment (ORExt)

Training and Proficiency Website Survey Report

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Introduction

To ensure the continued relevance, accessibility, and effectiveness of the Oregon Extended Assessment (ORExt) Training & Proficiency (T&P) system, a survey was administered in Spring 2025 (see Appendix A). The purpose of this survey was to seek input from current users, including District Test Coordinators (DTCs), Qualified Test Coordinators (QTCs), and Qualified Assessors (QAs). Specific areas addressed (a) their experiences with the new self-paced online model, (b) areas of strength and challenge, and (c) insights on how the current system compared to the previous train-the-trainer format. The survey results, supplemented by optional follow-up focus group discussions, have been instrumental in guiding iterative improvements to training materials, onboarding processes, communication practices, and technical supports within the ORExt system. An email containing the 2025 Oregon Extended survey (see Appendix B) was sent out to a total of 1200 participants, consisting of 213 District Test Coordinators (DTCs), 142 Qualified Test Coordinators (QTCs), 818 Qualified Assessors (QAs) and 27 Alt-SEED Users. Of the 1,200 invited to participate, 97 participants completed the survey.

Demographics

The survey drew responses from a broad range of educational professionals across Oregon. Responses were received from individuals working in all of Oregon's Educational Service Districts (ESDs). The most well-represented regions were Northwest Regional ESD and Multnomah ESD, with additional notable participation from the Willamette, Clackamas, and Linn Benton Lincoln districts. This broad distribution offers a robust statewide perspective on the functionality and accessibility of the ORExt TP system.

Among the participants, 11 identified as District Test Coordinators (DTCs), 34 as Qualified Test Coordinators (QTCs), 51 as Qualified Assessors (QAs), and 1 as an Alt-SEED-only user. One individual declined to identify their role. Although all roles were represented, the response distribution was notably weighted toward QAs and QTCs, which is reflective of the larger population in the field. Participants brought a wealth of professional experience: Over 84% (77 individuals) reported having more than 11 years of experience in education, 15 had worked in education for 4 to 10 years, and only 1 had 3 or fewer years of experience. Additionally, participants were asked to report their experience level specifically with the ORExt system. Among them, 55 had more than five years of ORExt experience, 11 had four to five years, 16 had two to three years, and 15 participants were participating for the first time. This blend of seasoned and newer users supports a comprehensive understanding of the training platform's strengths and areas for improvement (see Appendix C).

Survey Results

Questions were provided based on user roles and responsibilities within the ORExt system. The first section was specific to DTCs, given that 2024-25 was the first year the ORExt training was required for them. The remainder of the survey utilized a five-point Likert scale to assess participant experiences and perceptions, where 1 indicated the least favorable response (e.g., 'Not Clear', 'Not Useful', or 'Difficult') and 5 indicated the most favorable response (e.g., 'Very Clear', 'Very Useful', or 'Very Easy'). The results reflected distributions using this scale with findings in the order the survey questions were presented.

Of the total number of participants, 11 DTCs addressed the clarity of communication around their new responsibilities. Based on a five-point scale ranging from 1 ('Unclear') to 5

('Very Clear'), most responses fell between Moderately Clear (3) to Very Clear (5.) No

participants selected Unclear (1) and only one participant selected Slightly Clear (1).

How clear were the ORExt responsibilities communicated to DTCs through training and other communications?

11 responses
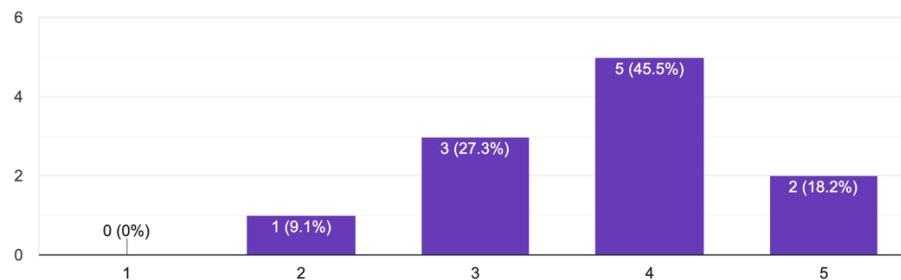
The second question for DTCs addressed the manageability of their new responsibilities,

which included monitoring and verifying credentials of QTCs and QAs within their district.

Responses were distributed toward the upper end of the scale: Most participants selected

Manageable (4) or Very Manageable (5). Three participants selected lower categories indicating

some level of unmanageability.

How manageable did the ORExt responsibilities for DTCs feel?
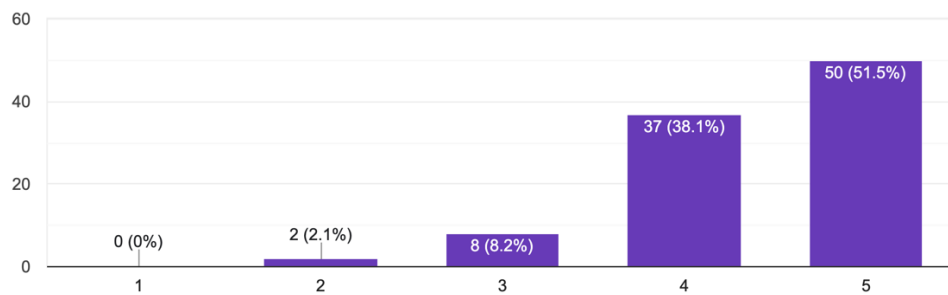
11 responses
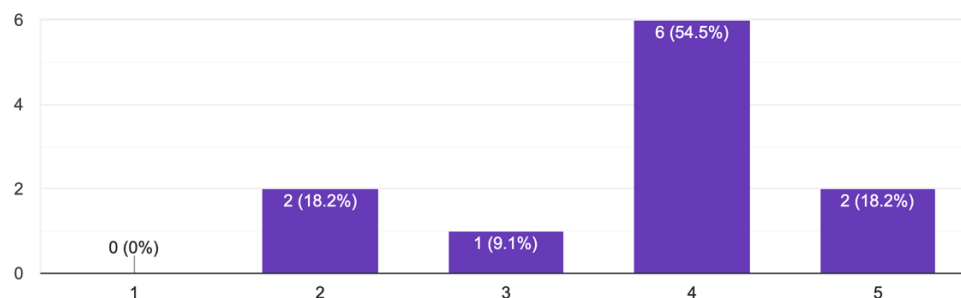
Finally, an open-ended follow up question addressed <u>suggestions for improving</u> ORExt onboarding, training, and/or communication for DTCs. Five out of eleven participants provided responses, reflecting three key themes:

- Need for clarity and accessibility of role-specific information.

- Concerns over training burden and support for small districts or new users.

- Issues related to communication timing and technical readiness (e.g., hardware).

The second section targeted <u>all</u> user types (DTC, QTC, QA, and Alt-SEED Only) to address the shift in training. Whereas the previous model involved 'train-the-trainer' (Qualified Trainers [QTs] were trained at the state level and then trained QAs in their district), the new model involved a comprehensive web-based modularized training based on <u>user type</u> (DTC, QTC, QA, and Alt-SEED Only). With this new modularized web-based training, the first section focused on (a) <u>preparation</u> of users for their responsibilities, (b) <u>usefulness</u> of the new training modules, and (c) <u>ease</u> of web navigation.

A 5-point scale of <u>preparation</u> was used: 1 ('Not at All)' to 5 ('Extremely Well'). Most participants reported the training prepared them Very Well (4) or Extremely Well (5), and eight participants selected Moderately Well (3).

How well did the training prepare you to carry out your responsibilities?
97 responses

The <u>usefulness</u> of the current training and proficiency (TP) website modules was rated on

a 5-point scale from 1 ('Not Useful at All') to 5 ('Very Useful'). Most responses fell between

Useful (4) and Very Useful (5).

How useful were the current Training & Proficiency website modules for your role?
97 responses
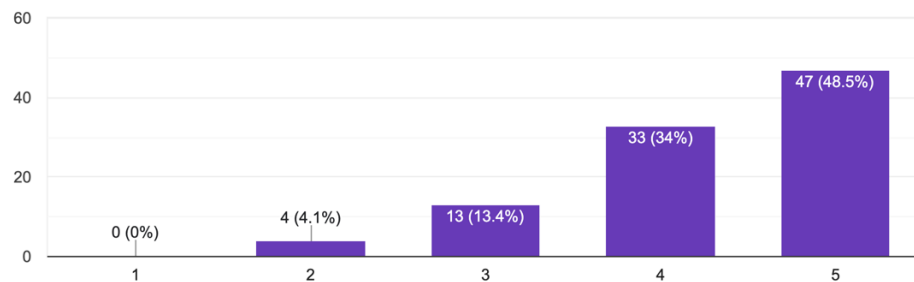
Finally, <u>ease</u> of navigation of the TP website ranged from 1 ('Very Difficult') to 5 ('Very

Easy'). Most responses were Easy (4) and Very Easy (5).

How easy was it to navigate the Training & Proficiency website to find the required training modules and proficiency tests?
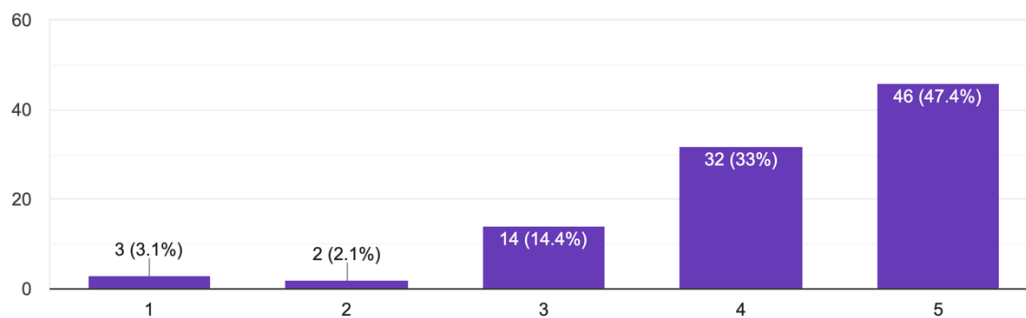97 responses
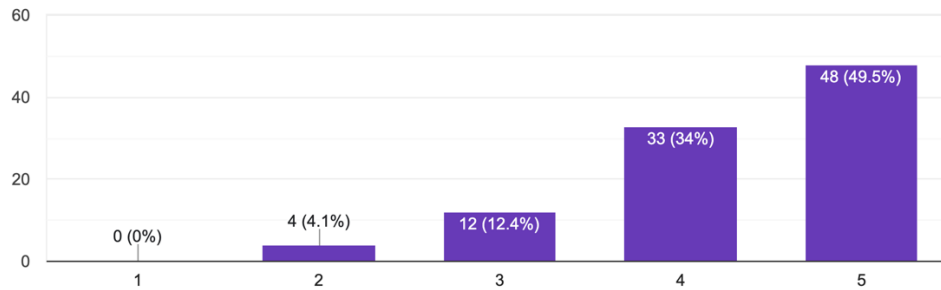
With this new training system, users were required to initially select their role after logging in, which then provided the necessary modules for their specific user type. Then, questions focused on ease of role selection and how well the training content aligned to that role.

A 5-point scale of ease was presented: 1 ('Very Difficult) to 5 ('Very Easy). Most users reported role selection was Easy (4) or Very Easy (5). Five participants selected Very Difficult (1) and Difficult (2), and the remaining participants selected Neither Easy nor Difficult (3).

How easy or difficult was it to select your correct User Status in the Training & Proficiency website?
97 responses

The 5-point scale on alignment of <u>training content</u> to specific user type ranged from 1 ('Not Aligned') to 5 ('Closely Aligned'). Content alignment received responses of mostly Aligned (4) and Closely Aligned (5).

How aligned was the content of the Training & Proficiency website to your specific role?
96 responses
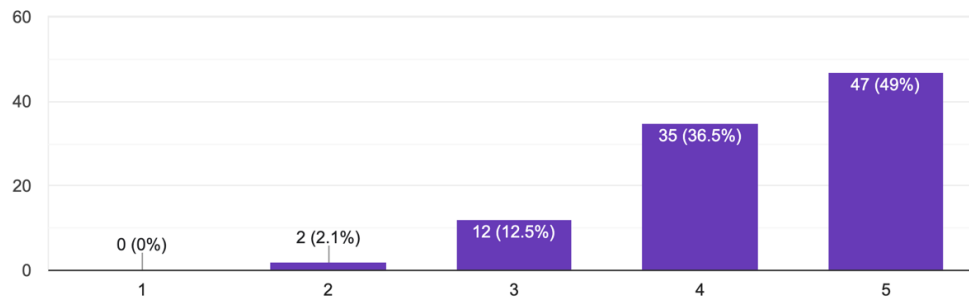
Within the ORExt system, all users must have credentials verified prior to accessing secure materials. Differing from previous years, QTCs were now required to have credentials verified by their DTCs upon completion of training requirements. QTCs were then responsible to verify credentials for QAs and Alt-SEED Only users in their district. With these updates to the system, the questions focused on (a) <u>clarity</u> of the credential verification process addressed having credentials verified and (b) <u>management</u> of credential verification responsibilities (DTC and QTC Only).

A 5-point scale of <u>clarity</u> was used: 1 ('Unclear') to 5 ('Very Clear'). An almost even majority of participants selected the credential verification process was Clear (4) or Very Clear (5). A total of 19 participants selected Unclear (1), Slightly Clear (2), and Moderately Clear (3).

Overall, how clear was the Credential Verification process? (Having your credentials verified)

96 responses
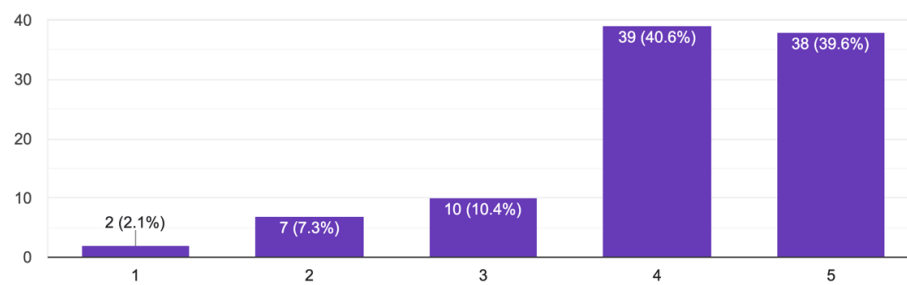
Management of credential verification responsibilities for DTC and QTC used a 5-point scale of 1 ('Unmanageable') to 5 ('Very Manageable'). The majority responded with Very Manageable (5), and an almost equal number of participants selected Somewhat Manageable (3) and Manageable (4).

DTC and QTC ONLY: How manageable were your credential verification responsibilities?

51 responses
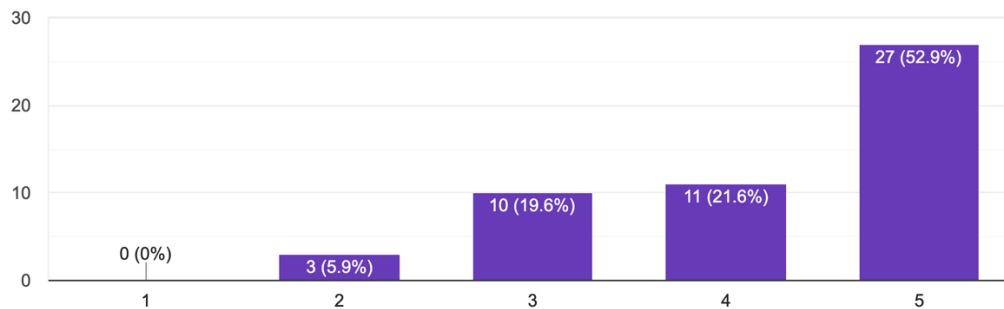
The final set of questions targeted those who had previous experience with the 'train-the-trainer' model. Participants were asked to select from a list of options on how the current modularized website training model compared to the previous 'train-the-trainer model'. The

results indicated that 'Much more effective' and 'About the same' received the same number of

selections, with 'Slightly more effective' chosen slightly less frequently.

Have you previously been trained as, or trained by, a Qualified Trainer (QT)?
81 responses
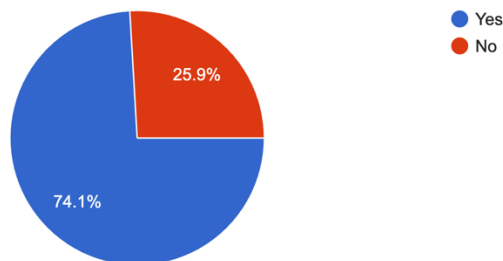
If you answered yes, how does the current Training & Proficiency (website only) model compare to the Train-the-Trainer (in-person) model?
64 responses
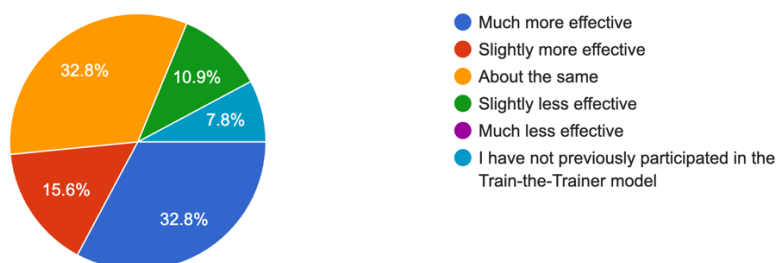
The last two survey questions were open ended and asked for further description of

features that did or did not work well in both models: the previous 'train-the-trainer' model and

the current modularized web-based only model. Only five written responses to these last two

survey questions were received and have been summarized in three main topics.

- Clarity and Accessibility of Role-Specific Information: DTCs need clearer

  distinctions between their responsibilities and those of QTCs, along with easier access

  to reference materials that aren't buried in video content.

- Training Burden and Support Structure: Many DTCs, especially those new to ORExt or from small districts with high special education populations, feel overwhelmed by the training workload and annual verification process.

- Communication and Technical Readiness: Late awareness of training requirements and issues with testing hardware (e.g., iPads not working) reflect a need for more proactive communication and stronger technical preparation support.

Zoom Follow-Up Results

To complement the survey, participants were invited to zoom follow up sessions in June 2025 (see Appendix D). These small-group conversations provided an opportunity to collect deeper, qualitative insights from a variety of users, including District Test Coordinators (DTCs), Qualified Test Coordinators (QTCs), Qualified Assessors (QAs), and former regional trainers. Participants brought a range of experience levels, from first-time users to seasoned educators with over a decade of ORExt involvement; participants represented both small and large districts across Oregon.

These sessions were structured around a standardized set of questions aligned to major themes from the initial survey (see Appendix E). Participants spoke candidly about both the strengths of the system and the challenges they faced during annual onboarding, training, and test administration.

Key themes that emerged from the zoom discussions aligned closely with the survey results: Although the self-paced model functioned well for some, systemwide improvements are necessary to ensure equitable support and access across all roles and regions.

Summary and Recommendations

Results from the survey reflect user experiences, highlight successes, and identify areas for improvement within the ORExt TP system. Feedback from District Test Coordinators (DTCs), Qualified Test Coordinators (QTCs), and Qualified Assessors (QAs) are summarized in six main areas below.

Participant Roles and Context

With participants reflecting all possible roles and varying levels of experience, confusion is present on the boundaries between DTC, QTC, and QA responsibilities. Veteran participants expressed awareness of systemic gaps and offered context-specific suggestions for onboarding and mentoring newer staff.

Training Onboarding & Support

Though initial training resources were helpful, but not comprehensive, many participants relied heavily on local coaching or independently searched for resources. Users requested earlier access notifications and a 'New to ORExt' track for new staff, supported by customizable slides and simplified access to key tools. While experienced users found the self-paced model efficient, newer users expressed a strong need for structured support.

Navigation & Access to Resources

While most users managed the TP website successfully, locating specific tools (e.g., rostering, training FAQs) remained difficult for new users. Recommendations from participants included a centralized, public 'quick access' page with links to the TAM, accessibility guides, test portals, and training modules. The platform was largely navigable for those familiar with the system, but newer users struggled to locate specific tools.

Communication & Timing

Timing of key announcements and access permissions varied across districts. Some users missed updates due to communication gaps (e.g., not being SPED Directors). Stakeholders requested a 'What's New This Year' bulletin and clearer guidance on licensing, verification timelines, and hardware/software changes (e.g., app removal).

Priority System Improvements

Top user priorities included creating a searchable role-based resource hub and offering consistent mentoring for new assessors. Participants also supported reviving a 'train-the-trainer' model or offering ODE generated slide decks for district-led instruction. A recurring theme was the desire for clearer role-specific resources and streamlined credentialing guidance.

Recommended Action Steps

From the survey results, ODE should (a) develop and disseminate role-specific one-pagers clarifying DTC, QTC, QA, and Alt-Seed responsibilities, (b) implement a structured onboarding module for new users with companion slide templates, and (c) issue an annual 'What's New' memo and (d) improve Help Desk clarity on who to contact for what.

Appendix A

2025 Oregon Extended Assessment (OARExt) Training & Proficiency Website Survey

Please select the Educational Service District (ESD) that corresponds to the region where you are employed.

○ Clackamas ESD

○ Columbia Gorge ESD

○ Douglas ESD

○ Grant County ESD

○ Harney ESD

○ High Desert ESD

○ Southeast (Burns Area) ESD

○ Inter-Mountain ESD

○ Jefferson ESD

○ Lake ESD

○ Lane ESD

○ Linn Benton Lincoln ESD

○ Malheur ESD

○ Multnomah ESD

○ North Central ESD

○ NW Regional ESD

○ Wallowa ESD

○ South Coast ESD

○ Southern Oregon ESD

○ Willamette ESD

○ Other...

After section 1   Continue to next section   ▾

Section 2 of 7

District Test Coordinators (DTCs)

Description (optional)

How clear were the ORExt responsibilities communicated to DTCs through training and other communications?

	1	2	3	4	5	
Unclear	○	○	○	○	○	Very Clear

How manageable did the ORExt responsibilities for DTCs feel?

	1	2	3	4	5	
Unmanageable	○	○	○	○	○	Very Manageable

Please provide any suggestions for improving ORExt onboarding, training, and/or communication for DTCs:

Long answer text

After section 2   Go to section 3 (ORExt Experience Questions)   ▼

Section 3 of 7

ORExt Experience Questions

Description (optional)

How many years have you participated in the ORExt?

○ This is my first year

○ 2–3 years

○ 4–5 years

○ More than 5 years

How well did the training prepare you to carry out your responsibilities?

	1	2	3	4	5	
Not at All	○	○	○	○	○	Extremely Well

How useful were the current Training & Proficiency website modules for your role?

	1	2	3	4	5	
Not Useful at All	○	○	○	○	○	Very Useful

How easy was it to navigate the Training & Proficiency website to find the required training modules and proficiency tests?

	1	2	3	4	5	
Very Difficult	○	○	○	○	○	Very Easy

How easy or difficult was it to select your correct User Status in the Training & Proficiency website?

	1	2	3	4	5	
Very Difficult	○	○	○	○	○	Very Easy

How aligned was the content of the Training & Proficiency website to your specific role?

	1	2	3	4	5	
Not Aligned	○	○	○	○	○	Closely Aligned

Overall, how clear was the Credential Verification process? (Having your credentials verified)

	1	2	3	4	5	
Unclear	○	○	○	○	○	Very Clear

DTC and QTC ONLY: How manageable were your credential verification responsibilities?

	1	2	3	4	5	
Unmanageable	○	○	○	○	○	Very Manageable

What additional resources would improve the ORExt training for users?

☐ Regularly scheduled office/Zoom hours

☐ One-on-one Zoom support

☐ Peer mentor program

☐ Written Q&A or Troubleshooting Guide

☐ Other…

Describe any features of the Training & Proficiency website that were unclear or confusing:

Long answer text

Is there anything else you'd like us to know about your experience with the ORExt Training & Proficiency website?

Long answer text

After section 3   Continue to next section   ▼

Section 4 of 7

Returning ORExt Participants

Description (optional)

Have you previously been trained as, or trained by, a Qualified Trainer (QT)?

○ Yes

○ No

If you answered yes, how does the current Training & Proficiency (website only) model compare to the Train-the-Trainer (in-person) model?

○ Much more effective

○ Slightly more effective

○ About the same

○ Slightly less effective

○ Much less effective

○ I have not previously participated in the Train-the-Trainer model

---

If previously trained, describe any features that did or didn't work well in the old Train-the-Trainer (in-person) model.

Long answer text

Describe any features that did or didn't work well in the current Training & Proficiency (website only) model.

Long answer text

After section 4   Go to section 5 (Final Question)   ▾

Section 5 of 7

Final Question   ⌄   ⋮

Description (optional)

Are you willing to participate in a half-hour Zoom follow-up interview on the effectiveness of the current Training & Proficiency model?

○ Yes

○ No

After section 5   Continue to next section   ▼

Section 6 of 7

Zoom Interview   ⌄   ⋮

Description (optional)

Please provide your email address.

Short answer text

What times would work best for a Zoom follow-up?

☐ Monday 3–4pm

☐ Monday 4–5pm

☐ Wednesday 3–4pm

☐ Wednesday 4–5pm

☐ Friday 3–4pm

☐ Friday 4–5pm

☐ I'd prefer to suggest a different time

If you'd like to suggest a different time, please specify.

Short answer text

After section 6   Go to section 7 (End)   ▼

Section 7 of 7

End

Thank you so much for your response

Appendix B

2025 Oregon Extended Assessment (ORExt)

Training & Proficiency (TP) Website Survey Recruitment Email

Subject: Help Improve the ORExt Training Experience – Your Feedback Requested

Dear ORExt Training & Proficiency Website Users,

We are reaching out to invite you to participate in a brief survey (approximately **5–20 minutes**) to share your experience with the Oregon Extended Assessment (ORExt) Training & Proficiency (T&P) website.

Your insights are incredibly valuable to us. As we continue to improve and update the T&P platform, we're committed to incorporating feedback directly from the field to ensure it meets the needs of all users—especially those taking on new or evolving roles like District Test Coordinators (DTCs).

This survey will ask about your role, experience level, and impressions of the training process. We're also especially interested in hearing from those who have experienced both the current online T&P model and the previous train-the-trainer model.

At the end of the survey, you'll have the option to volunteer for a short (30-minute) Zoom follow-up session if you're interested in providing additional feedback.

👉 https://docs.google.com/forms/d/e/1FAIpQLSccuO3Rn8f2CcMKMgjyx030oXgT0-evfbBSKfBV7XAl3DaMCQ/viewform?usp=sharing&ouid=112366521586648989452

The survey will be open for responses from today until June 3, 2025. We greatly appreciate your time and your commitment to supporting Oregon students with the most accessible and effective assessment experience possible.
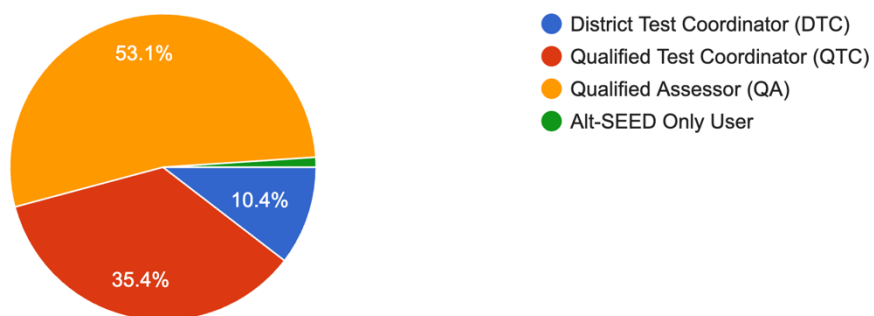
With thanks,

Brock Rowley

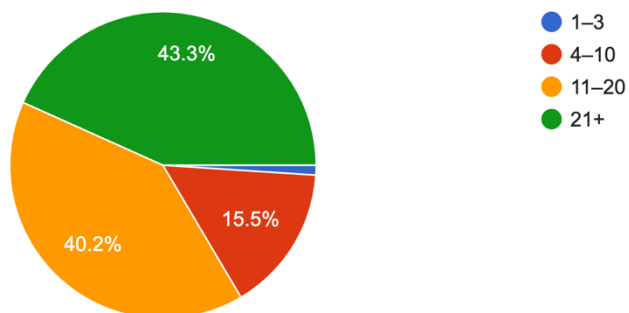On behalf of the ORExt T&P Team

Appendix C

Demographic Information

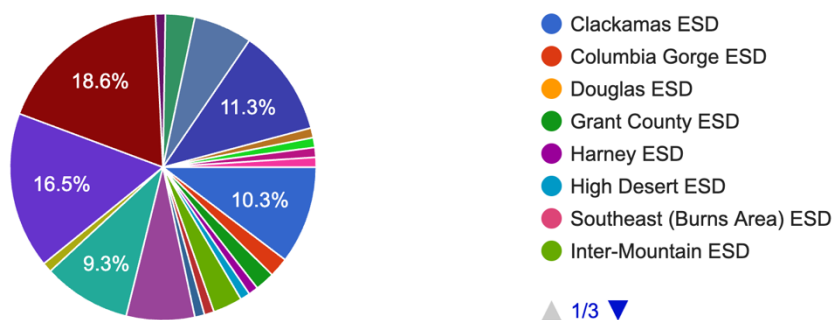What is your current ORExt role?
96 responses

- District Test Coordinator (DTC)
- Qualified Test Coordinator (QTC)
- Qualified Assessor (QA)
- Alt-SEED Only User

53.1%
10.4%
35.4%

How many years have you worked in education?
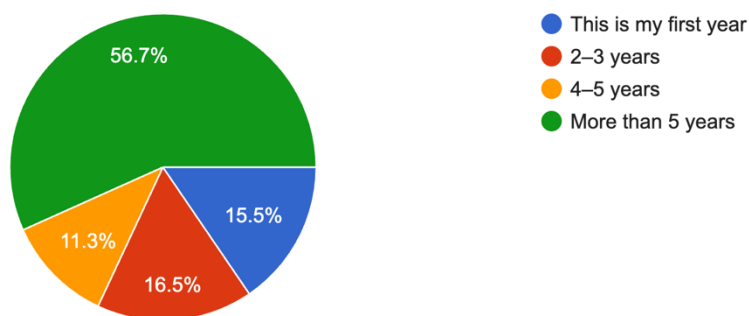97 responses

- 1–3
- 4–10
- 11–20
- 21+

43.3%
15.5%
40.2%

Please select the Educational Service District (ESD) that corresponds to the region where you are employed.

97 responses

- Clackamas ESD
- Columbia Gorge ESD
- Douglas ESD
- Grant County ESD
- Harney ESD
- High Desert ESD
- Southeast (Burns Area) ESD
- Inter-Mountain ESD

△ 1/3 ▽

How many years have you participated in the ORExt?

97 responses

- This is my first year
- 2–3 years
- 4–5 years
- More than 5 years

Appendix D

Dear ORExt Participant,

Thank you again for your willingness to participate in a follow-up interview on the effectiveness of the current ORExt Training & Proficiency (T&P) model.

Your feedback is incredibly valuable to us as we work to improve training systems and support across the state.

We're offering three session options for a brief Zoom conversation (approximately 30 minutes).

Please join us at the time that works best for your schedule:

- **Monday, June 9** from 3:00–4:00 PM
- **Wednesday, June 11** from 3:00–4:00 PM
- **Friday, June 13** from 3:00–4:00 PM

All sessions will use the same Zoom link:

👉 While we weren't able to accommodate all individual time requests, we truly appreciate your willingness to contribute and hope one of these options works for you.

Thanks again for your support, and we look forward to hearing from you.

Best regards,

Brock Rowley and Sevrina Tindal

ORExt T&P Team

Appendix E

Follow-Up Zoom Session Questions

👋 **Welcome! Thanks for joining today's ORExt feedback session.**

A few quick ground rules to help guide our time together:

1. **Feel free to say "Pass" or "N/A"** if a question doesn't apply to you.
2. **Keep responses brief and focused**—we're aiming for key insights, not long stories.
3. **One speaker at a time**—use the ✋ hand raise or chat if you want to jump in.
4. **We're recording a transcript only** (no video/audio) to capture feedback. All input will be **anonymous** in the summary report.

Thanks again for being here—we appreciate your time and perspective!

Opening Question – Participant Context

1. To begin, can you briefly share your current role in the ORExt system (e.g., DTC, QTC, QA) and how long you've been involved with the ORExt assessment?

Training Experience & Support

2. Thinking back to when you first began working with ORExt, what types of onboarding or support resources were most helpful—and what do you wish had been available?

Format & Delivery Preferences

3. How well does the current self-paced, website-only training model meet your needs—and what would improve it for new or returning users?

Navigation & Access

4. Have you encountered any challenges navigating the T&P website or accessing key resources? If so, what changes would make the site more user-friendly?

Communication & Planning

5. Was the timing and clarity of training expectations communicated in a way that helped you plan effectively for the year? What would improve this process?

Priority for Future Improvements

If you could recommend just one change to improve the ORExt training and proficiency system, what would it be—and why?