



Educator Survey Brief

Participants

- **2,250 educators completed the survey**
- **EL teachers were not well represented in comparison to other professional groups:**
 - 37% were general education teachers, 30% special education teachers, 3% EL teachers, 30% “other” (e.g., guidance counselor, school psychologist, administrator)
- **Most respondents had substantial professional and academic experience:**
 - 72% had been working in schools for at least 10 years
 - 70% had a master’s or doctorate degree
- **Most respondents worked in public schools, but the school levels and locations differed:**
 - 92% worked in public schools, 4% in charter schools, 2% in private schools
 - 54% worked in elementary schools, 34% in middle schools, 32% in high schools
 - 41% worked in rural schools, 34% in suburban schools, 22% in urban schools
 - General education teachers and other educators were more likely to work in rural areas, special education teachers in suburban areas, and EL teachers in urban areas

Results

- **Special education teachers had more experience related to accessibility features and accommodations than their peers in other professional groups:**
 - 98% had served on IEP teams in the past three years (compared to 74% of peers)
 - 95% had worked with students who use accessibility features and accommodations in the past three years (compared to 78% of peers)
 - 95% had made decisions about accessibility features and accommodations in the past three years (compared to 75% of peers)
- **The most frequently used accessibility features and accommodations across all professional groups were: 1. separate setting; 2. extended time; 3. human reader;**

The Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project is supported by a contract (Minnesota Department of Education Award #104284) based on a grant from the Office of Elementary and Secondary Education (Award #S368A150015). Collaborating states include Alabama, Connecticut, Maryland, Michigan, Ohio, West Virginia, Wisconsin, and the Virgin Islands. Opinions expressed herein do not necessarily reflect those of the Minnesota Department of Education, collaborating states, or the U.S. Department of Education (or Offices within it). Readers should not assume endorsement by the federal government.



4. student reads test aloud; 5. paper-and-pencil test; 6. answer masking; 7. multiplication table; 8. special calculator; 9. general masking; and 10. scribe

- This list was generally the same for general education teachers, special education teachers, and other educators
- EL teachers' list differed in that it had more linguistic accessibility features and accommodations: native language translation of directions was second and bilingual dictionary was fourth
- **A low percentage of educators, especially of EL teachers, believed they had received adequate training on accessibility features and accommodations:**
 - 39% received helpful training on accessibility features and accommodations during their undergraduate or graduate study (22% of EL teachers)
 - 52% received helpful professional development on accessibility features and accommodations as a teacher (40% of EL teachers)
- **Despite feeling unprepared, most educators felt confident about their decisions related to accessibility features and accommodations:**
 - 70% felt confident making decisions about accessibility features and accommodations
 - 76% believed that students regularly use the same accessibility features and accommodations in class and on tests
 - 57% believed that students receive optimal accessibility features and accommodations
- **Most educators believed that accessibility features and accommodations have a positive impact, though general education teachers trailed other professional groups:**
 - 84% believed implementing accessibility features and accommodations on assessments is a worthwhile use of their time (74% of general education teachers)
 - 84% believed implementing accessibility features and accommodations during instruction is a worthwhile use of their time (76% of general education and EL teachers)
 - 14% believed that accessibility features and accommodations give some students an unfair advantage (23% of general education teachers)