Phone Interview Brief

Participants

- **40 educators were interviewed from five states: Alabama (12), Connecticut (1), Michigan (7), Minnesota (8), Ohio (5), West Virginia (5), and Wisconsin (2)**

- **Educators represented several professional groups and grades:**
  - Special Education (n=14), English Learner Education (n=11), General Education (n=9), General and Special Education (n=2), General and English Learner Education (n=1), and Other/Unclear background (e.g., counselor, coordinator, etc.) (n=3)
  - Educators taught the following grade bands:17 Elementary (K-5), 18 Middle School (6-8), 11 High School (9-12), one post High School (Some educators taught more than one grade band, so the total here exceeds 40)
  - Eight educators reported teaching at least one English learner with a disability

Results

- **When asked to define accessibility features and accommodations, 14 attempted to differentiate the two categories.**
  - The 14 educators providing definitions came from the following educational backgrounds: English Learner Education (n=7), Special Education (n=4), General Education (n=2) and General and Special Education (n=1) The 14 educators' responses differentiated accessibility features and accommodations based on context of use (e.g., instruction vs. assessment); by giving examples for each category; by identifying the population able to use them (e.g., accommodations for students with IEPs); by whether a support is for language development or content; and by whether a support is built into assessment technology. Some educators attempted definitions based on different types of access.
  - Generally, educators were unclear about the differences
  - Educators reported 10 supports across two or three support categories, but this overlap may be related to state policies

- **Overall, Text to Speech/Read Aloud was reported most often (n=151) for all populations for instruction and assessment. This was followed by Extended Time (n=96), Highlighter (n=40), Calculator (n=34), and Scribe (n=25)**

- **Universal features most frequently reported for general education students, special education students, English learners (ELs), and ELs with disabilities were:**
  - General Education Students:
    - Instruction: Extended Time (n=6), Highlighter (n=5), Calculator (n=5)
    - Classroom Tests: Extended Time (n=5), Highlighter (n=5), Calculator (n=5)
  - Students with Disabilities:
    - Instruction: Calculator (n=9), Highlighter (n=8), Scratch paper (n=6)
    - Classroom Tests: Text to Speech (n=17), Extra Time (n=14), Small Group (n=15)
  - English Learners:
    - Instruction: Highlighter (n=8), Text to Speech (n=5), Dictionary (n=3)
    - Classroom Tests: Highlighter (n=8), Text to Speech (n=5), Calculator (n=5)
  - ELs with Disabilities:
    - Instruction: Text to Speech (n=4), Highlighter (n=3), Directions Repeated (n=4) Classroom Tests: Text to Speech (n=5), Modify (n=5), Highlighter (n=3)

- **Designated Features most frequently reported for general education students, special education students, English learners (ELs), and ELs with disabilities were:**
  - General Education Students:
    - Instruction: Background Font/Colors (4), Noise buffer/Headset (3)
    - Testing: Background Font/Colors (3), Noise buffer/Headset (3)
  - Students with Disabilities:
    - Instruction: Text to Speech (7), Noise buffer/Headset (7)
    - Testing: Text to Speech (12), Noise Buffer/Headset (5), Calculator (4)
  - English Learners:
    - Instruction: Text to Speech (12), Bilingual Words (5), Colored Overlay (5)
    - Testing: Text to Speech (9)
  - English Learners with Disabilities:
    - No data

- **Accommodations most frequently reported used by more than one educator background by population:**
  - General Education Students:
    - Instruction: Extended Time (8), Calculator (3), Text to Speech (2)
    - Testing: Extended Time (11), Calculator (3), Text to Speech (2)
  - Students with Disabilities:
    - Instruction: Text to Speech (17), Extended Time (13), Scribe (13)
    - Testing: Extended Time (20), Text to Speech (17), Scribe (12)
  - English Learners:
    - Instruction (Text to Speech (19), Extended Time (10), Dictionary (9)
    - Testing: (Text to Speech (13), Translation/Stacked Spanish (10), Extended Time (9)
  - English Learners with Disabilities:
    - No data

- **For instruction and classroom tests, several respondents identified accessibility features and accommodations not consistent with their states' policies for statewide assessments:**
  - 18 educators across 5 states reported using universal features for instruction and classroom tests that were inconsistent with their states' policies for statewide assessments
  - 2 educators from one state reported using designated features for instruction and classroom tests that were inconsistent with the state's policies for statewide assessments
  - 16 educations across five states reported using accommodations for instruction and classroom tests that were inconsistent with the state's policies for statewide assessments

- **Challenges reported most frequently across all educators focused on the following areas:**
  - 56 mentions: Class size too big (n=18), a lot of students to accommodate (n=16), variety of needs in class (n=14), differentiating in so many ways (n=8)
  - 50 mentions: Availability- logistics (n=16), available technology (n=10), ensuring students get what they need (n=8), other teachers having same access (n=4), open-ended availability not defined (n=12)
  - 42 mentions: Lack of knowledge about accommodations (n=24), teacher needs professional development (n=12), most special education teachers do not know what is allowed (n=6)