Online Modules Demonstration on Accessibility Features and Accommodations for Educators

YI-CHEN WU, DARRELL PETERSON, & ERIK LARSON
UNIVERSITY OF MINNESOTA

The Data Informed Accessibility—Making Optimal Needs-based Decisions (DIAMOND) project is supported by a contract (state of Minnesota Award #104284) based on a grant from the Office of Elementary and Secondary Education (Award #S368A150015).
Data Informed Accessibility - Making Optimal Needs-based Decisions

Background

The DIAMOND project aims to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations.
Purpose

• The DIAMOND Project aims to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for educators to make informed decisions about accessibility features and accommodations.
Partners

• Funded by a US Department of Education Enhanced Assessment Instruments Grant
• Collaboration between the National Center on Educational Outcomes and the departments of education of nine states

- Alabama
- Connecticut
- Maryland
- Michigan
- Minnesota
- Ohio
- West Virginia
- Wisconsin
- U.S. Virgin Islands
Research Activities

1. Facilitating online focus groups with teachers
2. Conducting teacher interviews and student demonstrations
3. Analyzing state assessment data
4. Hosting a forum with national experts to develop guidelines
5. Creating a training module and supplemental materials
6. Piloting and revising the professional development materials
7. Online Modules
Functional Independence

assessments

Functional Independence assessments are for students who have, or function as if they have, mild cognitive impairment. These students typically can assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.

Background: State Assessments and Policies
Background

• State assessments
  ◦ Changes in tests

• State policies
  ◦ Students with IEPs
  ◦ ELs
  ◦ ELs with IEPs
  ◦ Students without IEPs
Accommodations and Supports

• **Definitions** (what & Why)
  ◦ Minnesota uses the term “supports” for accessibility features available to all students; data are not collected on supports received

• Who can receive accommodations?

• Who can help to make the decision? (video)

• Who makes the decision? (IEP meeting)
Tiers of Accessibility

Universal Features

for all students

Designated Features

for students who need them as identified by an educator in advance

Accommodations

for students with disabilities; in some cases, ELs are also eligible
NCEO works

• AZ (decision making: parent teacher IEP meeting)

• MN (Accessibility features and accommodations for all students)

• WVII 1 2 3 (EL focus)