

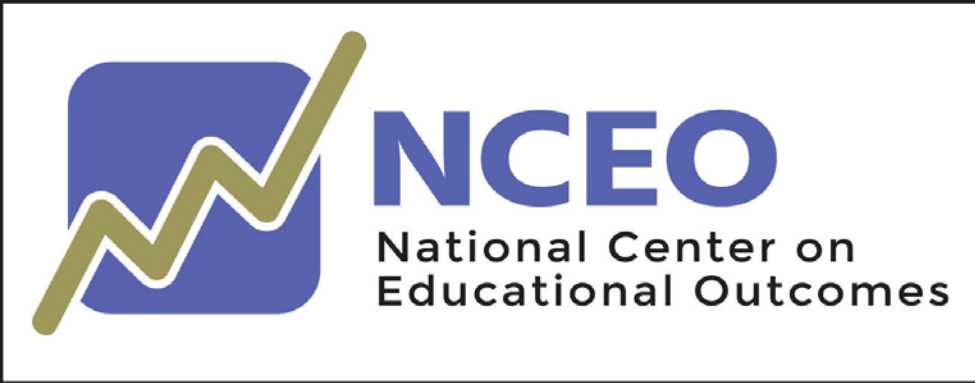
Data Informed Accessibility: A Review of the Literature

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National Center on Educational Outcomes

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Providing leadership on the inclusion of students with disabilities, English learners (ELs), and ELs with disabilities in comprehensive assessment systems, NCEO has been a research and technical assistance center since 1990. NCEO has just been awarded a new 5-year grant by US ED Office of Special Education (OSEP). Website: <https://nceo.info/>

Central focuses:

- Knowledge Development
- Technical Assistance and Dissemination
- Leadership and Coordination



DIAMOND Project Overview (1)

- Data Informed Accessibility: Making Optimal Needs-based Decisions
- **Goal**: 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 (AFAs)



DIAMOND Project Overview (2)

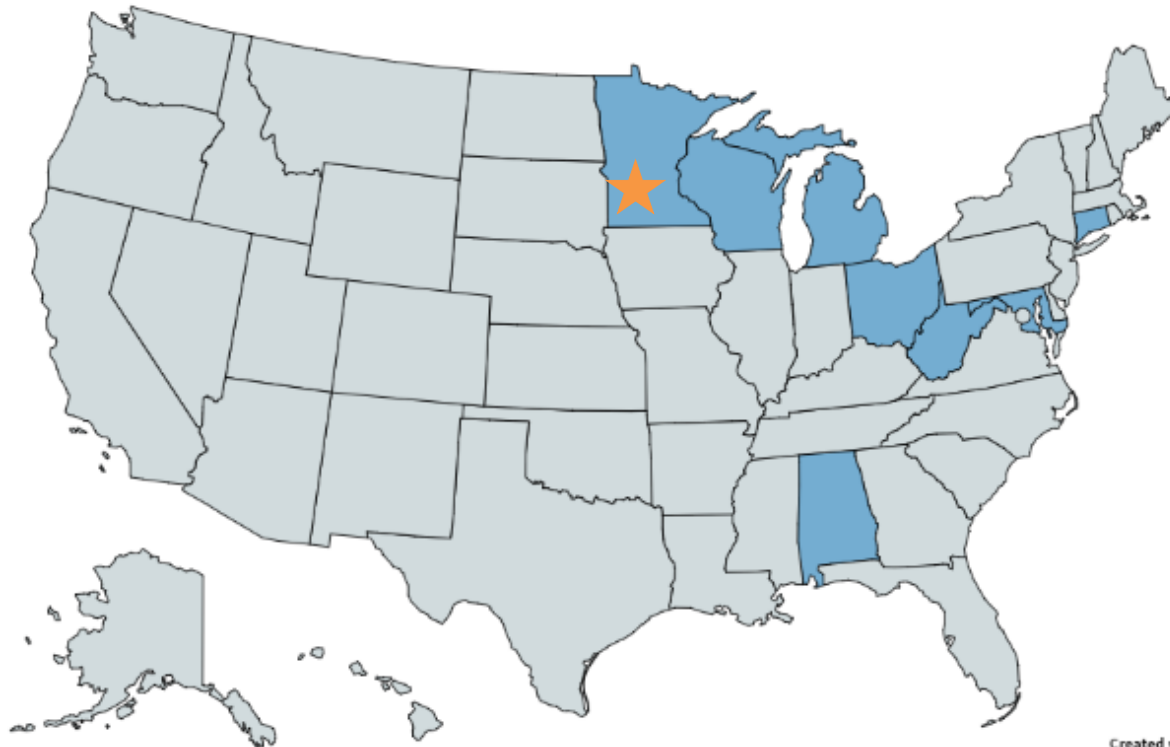
Research Activities

1. Facilitate online focus groups with teachers
2. Conduct teacher interviews and student demonstrations
3. Analyze state assessment statistics
4. Host a forum with national experts to focus to develop guidelines
5. Create a training module and supplemental materials
6. Pilot and revise the professional development materials



DIAMOND Project Partners

- Funded by a USED (Dept of Education) Enhanced Assessment Instruments Grant
- Collaboration between NCEO and nine states



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

OUTLINE

- Accessibility Paradigm Shift
- Teacher Needs and Gaps
- Teacher Professional Development
 - ❖ Research-Based Models of Professional Development
 - ❖ Web-Based Professional Development
 - Established Web-Based Models
 - Emerging Web-Based Models



ACCESSIBILITY PARADIGM SHIFT

Accommodations – New Paradigm

- **Universal features** – accessibility supports available to all students as part of the technology platform (may need to be turned off for some)
- **Designated features** – accessibility supports available to students for whom the need has been indicated by an adult or team of adults
- **Accommodations** – accessibility supports that are available only to students with disabilities and/or English learners



TEACHER NEEDS AND GAPS

Issues with Accessibility Decision-Making

- too few sources of information
 - for instance, student observation only
- basing on feasibility / convenience, not individual student needs
- basing on student placement information (e.g. reading level)
- basing on demographic factors
 - such as ethnicity, national origin, SES, disability category

Q1: How do these needs/gaps fit with your experience/s?



English Learner Accessibility Issues

- Proactive test development, rather than retro-fitting
- ELP construct is different from content assessment
- Common terminology for accessibility features/accommodations
- Which accessibility features are language-specific?
- Ensure that language complexity is appropriate
- Consider student background knowledge in item design
- Computerized assessments, but also paper-and-pencil forms
- Translation; including translating graphics

From *Forum on implementing accessibility frameworks for ALL students* (2015)



Check-in Questions

Q2: How do these English Learner accessibility issues fit with your experience/s?



TEACHER PROFESSIONAL DEVELOPMENT

MODELS & THEORIES

Project-Based Learning (PBL) – strategy in which teachers and students together engage in the problem-solving process, addressing real life issues in the applied classroom setting.

Case-Based Instruction (CBI) – strategy in which teachers from various settings collaborate to solve problems using different teacher viewpoints.

Community of Practice (CoP) – strategy in which increased accountability is fostered by a teacher discussion and participatory learning group; often combined with CBI in that the ongoing group addresses cases.



Check-in Questions

Q3: Which (if any) of these models appeal most strongly to you? Previous experience with any/all?



Web-Based PD Strategies

Established

- Computer-Mediated Communication (CMC)
- Online Learning Communities (OLC)
- Learning Management Systems (LMS)
- webinars and webcasts
- forms of online coaching and mentoring

Emerging

- Webs of Enhanced Practice (WoEP) / Webs of Enhanced Learning (WoEL)
- Web 2.0
- Immersive Environments / Multi-User Virtual Environments (MUVE)



Check-in Questions

Q4: Which (if any) of these strategies appeal most strongly to you? Previous experience with any/all?

Q5: In general, what features of professional development engage you, do you find useful / interesting?



Main Findings of Research Literature

- Teachers may lack information about resources available
- Assessment supports might not be used in instruction
- New paradigm implementation process may be incomplete
- Teachers face competing demands on their time/attention

Q6: What seems to be missing from these points?



COMMENTS & QUESTIONS

Interest in participating?



REPORT:

Shyyan, V., Thurlow, T., Lazarus, S.,
Christensen, L., Corpe, J., & Rogers, C.
(2016, *in process*). ***Data informed
accessibility: A review of the literature.***



THANK YOU!

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