



What Do You Wish Your Colleagues Knew About Making Content Accessible for ELs?

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Agenda

- Discuss content teachers' challenges with making content accessible for ELs
- Demonstrate modules that address those challenges
- Highlight some accompanying materials
- Discuss how these resources could be helpful to content teachers



Background

Making Content Accessible for ELs

Universal Design

- Teaching and practicing vocabulary for a content lesson

Accessibility Features and Accommodations

- Teaching students how to type or use speech-to-text to write a report
- Using a bilingual dictionary

Accessibility Features and Accommodations



Universal Features

for all students

Designated Features

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

Accommodations

for students with disabilities and ELs

Discussion Questions

Introduce yourself to the person next to you.

Think about how the content teachers in your school make content accessible for ELs.

- What do they do well?
- What could they do better?

Challenges for Content Teachers

Focus Groups (Goldstone, Thurlow, Liu, & Lazarus, 2018)

- EL teachers felt that some content teachers do not take the time to become familiar with accessibility for ELs

Survey (Thurlow, Larson, Lazarus, Shyyan, & Christensen, 2017)

- Content teachers reported lower levels of involvement in accessibility decisions
- They also reported lower levels of confidence

Challenges for Content Teachers

- Confusing framework of accessibility features and accommodations
- Unclear roles for making decisions
- Difficult to connecting accessibility features and accommodations used during instruction and assessment
- Limited time and technology



Professional Development Modules

Improving Instruction Project

West Virginia Department of Education wanted content teachers to improve accessibility for ELs

- Partnered with National Center on Educational Outcomes at UMN
- Received funding from OEELA
- Wanted online professional development

Approach for Online Modules

- Users read about best practices for making content accessible for ELs
- They watch a content teacher work through the process with a fictional EL
- They then work through the process with a different fictional EL

Process for Developing Online Modules

- Developed content
- Piloted modules with West Virginia teachers
- Made changes based on feedback
- Sent modules to a panel of experts
- Made changes based on feedback again
- Filmed videos
- Prepared modules to be available online

Two Sets of Online Modules

- Created separate modules for elementary and secondary teachers
- The content is similar for both, but the fictional students have different needs for classes and tests

Demonstration



Other Materials

Accompanying Materials

- EL Accessibility Plan

Individualizing Accessibility Features in Instruction and Assessment for English Learners

Student Name: _____

Grade: _____

Instructions. Follow the three steps presented to identify individualized student characteristics: assessment data, valuable sources of information, and relevant student experiences and characteristics. This information will help identify appropriate accessibility features for instruction and assessment. Use pages 2-4 to identify individual accessibility features and plan for instruction, assessment, and evaluation.

<p>Step One: Student Assessment Data. Include relevant data or attach available data here</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Student Data</th> <th style="padding: 5px;">Score/Levels for Current Year</th> <th style="padding: 5px;">Previous year (if available)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">ELP test score:</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"> Reading</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"> Listening</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"> Writing</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"> Speaking</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">ELA/Literacy</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Math</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Screening Data (if applicable)</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Other:</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="padding: 5px; font-size: small;">ELP Levels: 1 = Beginning, 2 = Early Intermediate, 3 = Intermediate, 4 = Early Advanced, 5 = Advanced.</td> </tr> </tbody> </table> <p>Step Two: Resources. (e.g., meeting with previous teachers, parent interview):</p> 	Student Data	Score/Levels for Current Year	Previous year (if available)	ELP test score:			Reading			Listening			Writing			Speaking			ELA/Literacy			Math			Screening Data (if applicable)			Other:			ELP Levels: 1 = Beginning, 2 = Early Intermediate, 3 = Intermediate, 4 = Early Advanced, 5 = Advanced.			<p>Step Three: Student characteristics/experiences. Include information that may affect and/or support the use of accessibility features in instruction and assessment.</p> <p>Home Language(s) Background: <i>What languages are spoken at home? Are there differences in social communication and academic English proficiency</i></p> <p>Educational Experiences: <i>What are the student's experiences learning in English? In other languages?</i></p> <p>Cultural Factors: <i>What are the student's/family's experiences with schools?</i></p> <p>Migration Status and Mobility: <i>Have there been disruptions in schooling or in living arrangements? If so, how have they affected schooling?</i></p> <p>Disabilities (when applicable):</p> <p>Individual Characteristics/Academic Interests & Strengths: <i>What are the student's interests? How does the student best learn?</i></p>
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Accompanying Materials

- EL Accessibility Plan
- Discussion Questions

Purpose:

Educators will learn how to:

- define who English learners are
- gather information about an English learner from multiple sources
- communicate with the parents of an English learner
- start an EL Accessibility Plan

Questions for Discussion:

After participating in section 1:

- Why is it important for teachers to know their English learners' characteristics before making accessibility decisions?
- In what ways can general education teachers, special education teachers, and EL teachers collaborate when making accessibility decisions?
- In what ways should teachers and parents communicate when making accessibility decisions?
- What is an EL Accessibility Plan? How can it aid in making accessibility decisions for English learners?
- Where can you go to gather more information about English learners in your school or district?

Accompanying Materials

- EL Accessibility Plan
- Discussion Questions
- Parent-Educator Toolkit
 - Explaining accessibility features and accommodations
 - Promoting communication between parents and educators
 - Showing how to work with interpreters

Working with

Language Interpreters

Building strong relationships with your students' families is paramount for the success of your students. This partnership between families and principals can promote students' abilities to learn and succeed in school. Parents or guardians who are not fluent English speakers are entitled to free access to language resources and assistance, such as trained interpreters and translators. These services create a warm and welcoming school environment for the parents who may have limited English proficiency, as well as improve the educational outcomes for students.

Requirements when using an interpreter:

- Parents or guardians of students who are English learners must have access to the same quality information as parents or guardians of students who are not English learners. By supporting the use of an interpreter, you are increasing accessibility for your students and their parents or guardians.
- The interpreter is a team member who shares the same goal as you and the teachers in your building: to provide clear, effective communication to your students and their parents or guardians.
- Trained interpreters must comply with ethical standards, and are a trustworthy linguistic and cultural resource. It may be important to reassure your students' families of this.
- Interpreters should not be close relatives or friends of the family. Friends and family members may not be impartial participants in a meeting about a child. They also may not have training on U.S. school and district policies or practices. Having a child interpret for parents or guardians may create stress within the family—particularly if the child's academic performance is the topic of discussion. However, parents or guardians can bring a family member or friend for support.
- When possible, use the same interpreters consistently in order to build familiarity with school processes and to develop a good working relationship.

What to consider when selecting an interpreter:

- Work with trained adult interpreters. If the interpreter is a contractor, ask the interpreting agency about screening and training procedures.



Working with Language Interpreters

Building a relationship and maintaining open communication with a student's parents or guardians is an essential part of supporting your students' learning. If communicating in English with parents or guardians is a challenge, you may need the support of a language interpreter.

Understanding what support an interpreter can provide and how to make the most of the interaction is essential in developing open communication and establishing a trusting relationship with students who are English learners and their parents or guardians.

What role do interpreters play?

Interpreters facilitate communication by orally relaying messages between speakers of different languages. Interpreters will convey your messages in a different language, taking cultural context, nuance, and the appropriate register into consideration. Interpreters are an impartial participant; they will not counsel, advise, or add their own interpretations.

Interpreters work in real-time, fast-paced communicative environments. Sometimes there are services that will provide interpreting by phone or computer. However, because a great deal of communication is nonverbal, it is important for families to see and hear the interpreter in person whenever possible. In-person interpreting is especially important for conveying non-routine information to families, such as during parent-teacher conferences, meetings about special education, or any other conversations about a student's needs.



district policies or practices. Having a child interpret for parents or guardians may create stress within the family—particularly if the child's academic performance is the topic of discussion.

- Using the same interpreters consistently builds familiarity with school processes and develops a good working relationship.
- In some cultures, successful communication with an interpreter may require consideration

Working with **Language Interpreters**

It is important to have a good relationship with your child's teacher. You know many things about your child. Together, parents or guardians and teachers can plan the best way to help a child learn. You will need to talk with the teacher at parent-teacher conferences and at other school meetings. You may have questions you want to ask the teacher at other times. You have the right to ask the school for a language interpreter to help you talk to your child's teacher. Requesting an interpreter is free for you.

What is a language interpreter?

Language interpreters are trained professionals. They speak two languages fluently and they understand two cultures. They will listen to your conversation with a teacher. They will use your language to restate the teacher's ideas to you. They will use English to restate your ideas to the teacher accurately. Trained interpreters will not give advice. They will not tell you their own ideas or opinions. Interpreters should respect your culture and your beliefs. They will orally interpret written information to you. A trained interpreter knows that your information is private. Interpreters should not discuss your conversations with anyone except the teacher.

Who should not be an interpreter?

It is not a good idea to have a family member or friend interpret for school meetings. Children should not be interpreters. However, you may bring a friend, trusted community elder, or family member to meetings for support. The person you may bring can ask questions to help you clarify the discussion.



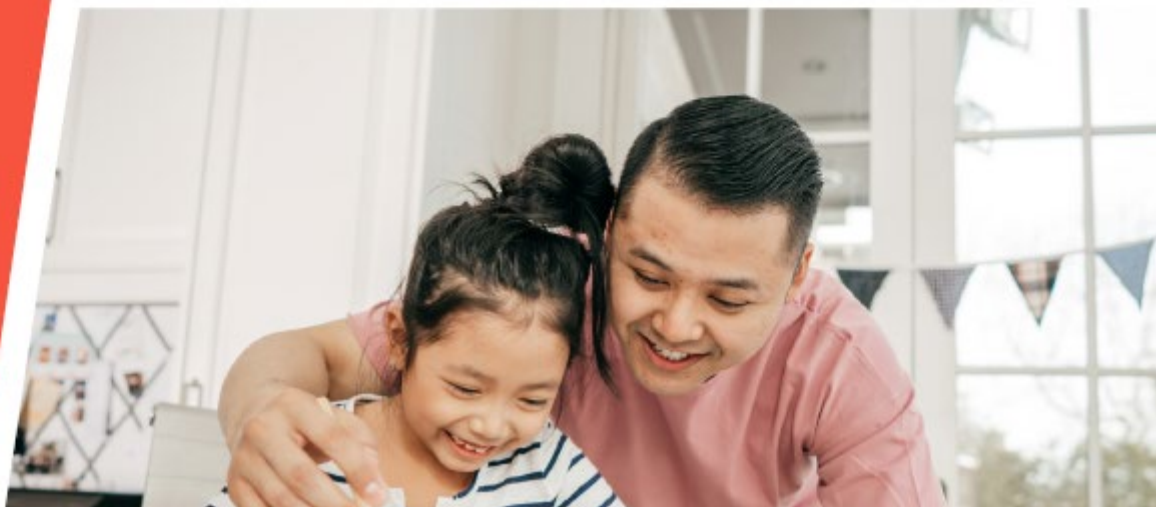
让口译员帮您与老师顺畅交流

家长或监护人的告知信

和老师保持顺畅交流非常重要。因为家长或监护人了解自己的孩子,所以如果家长或监护人和老师一起给孩子做学习计划,效果会更好。家长会、还有其他各种形式的学校见面会,都是您与老师交流的机会。您还可以要求学校提供译员协助交流。而且,译员服务是免费的。

译员是做什么的?

译员是经过训练的专业翻译人员。他们可以流利地使用两种语言,理解两种文化,把老师与您的对话,用您熟悉的语言进行表述。他们也会用英语再把您的想法,准确地传达给老师。专业译员不会给您建议,也不会表达自己的观点。译员会尊重您的文化和信仰,把文字信息用另外一种语言口头表达出来。专业译员懂得为您保护个人隐私,不会把您与老师的对话透露给其他任何人。





Discussion

Discussion Questions

- How do content teachers in your school currently learn about working with ELs?
- What resources would help them learn?

Visit Our Website at nceo.info

The image shows a screenshot of the NCEO website homepage. At the top, there is a navigation menu with the following items: Home, About, Assessments, Standards and Accountability, State Policies, Student Groups, and Resources. Each item is accompanied by a circular icon. Below the navigation menu is a large banner image of a smiling young girl with braces, wearing a pink shirt. Overlaid on the left side of this banner is the NCEO logo, which consists of a green line graph icon and the text "NCEO National Center on Educational Outcomes". Below the banner is a search bar with the placeholder text "Custom Search" and a magnifying glass icon. The main content area is divided into three sections: "Recent Publications" on the left, "Disproportionality and Alternate Assessment" in the center, and "Quick Facts" on the right. The "Recent Publications" section includes the text "NCEO Reports: A Summary of the Research on Effects of Test Accommodations: 2015-2016 (#412)" and a small thumbnail image. The "Disproportionality and Alternate Assessment" section includes the text "Video on calculating disproportionality in student group participation in the" and a small thumbnail image. The "Quick Facts" section includes the text "Did you know? The percentages of students with disabilities and ELs with disabilities in each of 13".

Home **About** **Assessments** **Standards and Accountability** **State Policies** **Student Groups** **Resources**

 **NCEO**
National Center on Educational Outcomes

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Custom Search

Recent Publications

NCEO Reports: A Summary of the Research on Effects of Test Accommodations: 2015-2016 (#412)



Disproportionality and Alternate Assessment

Video on calculating disproportionality in student group participation in the



Quick Facts

Did you know?

The percentages of students with disabilities and ELs with disabilities in each of 13

Contact Us

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