



Improving Instruction

Improving Instruction for English Learners
(ELs) through Improved Accessibility Decisions

Making and Implementing Accessibility and Accommodations Decisions in Assessment and Instruction for English Learners

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Agenda

- Project Rationale and Goals
- Students Who Are English Learners (ELs) in West Virginia
- Assessment Systems in West Virginia
- Module Development Overview and Demo
- Lessons Learned and Next Steps

Funding and Partners

- Funded by The US Department of Education's Office of English Language Acquisition (OELA)



OELA
Office of English Language Acquisition

- Collaboration between the National Center on Educational Outcomes (NCEO) and the West Virginia Department of Education.



West Virginia DEPARTMENT OF
EDUCATION

Project Rationale and Goals

Discussion Facilitated by Sheryl Lazarus

Rationale

- When ELs have the right accessibility features and accommodations to access instruction and assessments, the results are more likely to be valid and reliable
- Understanding and aligning accessibility supports across instruction and assessment can be challenging for teachers
- West Virginia has a small but rapidly growing population of ELs who are geographically dispersed
- Some West Virginia teachers may live and work in isolated areas and may have difficulty attending in-person trainings

Project Goals

- Improve WV teachers' understanding of how to select, implement, and evaluate the use of instructional and assessment accessibility features and accommodations by students who are ELs, including students who are ELs with disabilities.
- Improve teachers' perceptions of their ability to instruct and to create supported learning opportunities in the classroom.
- Improve academic outcomes for students who are ELs

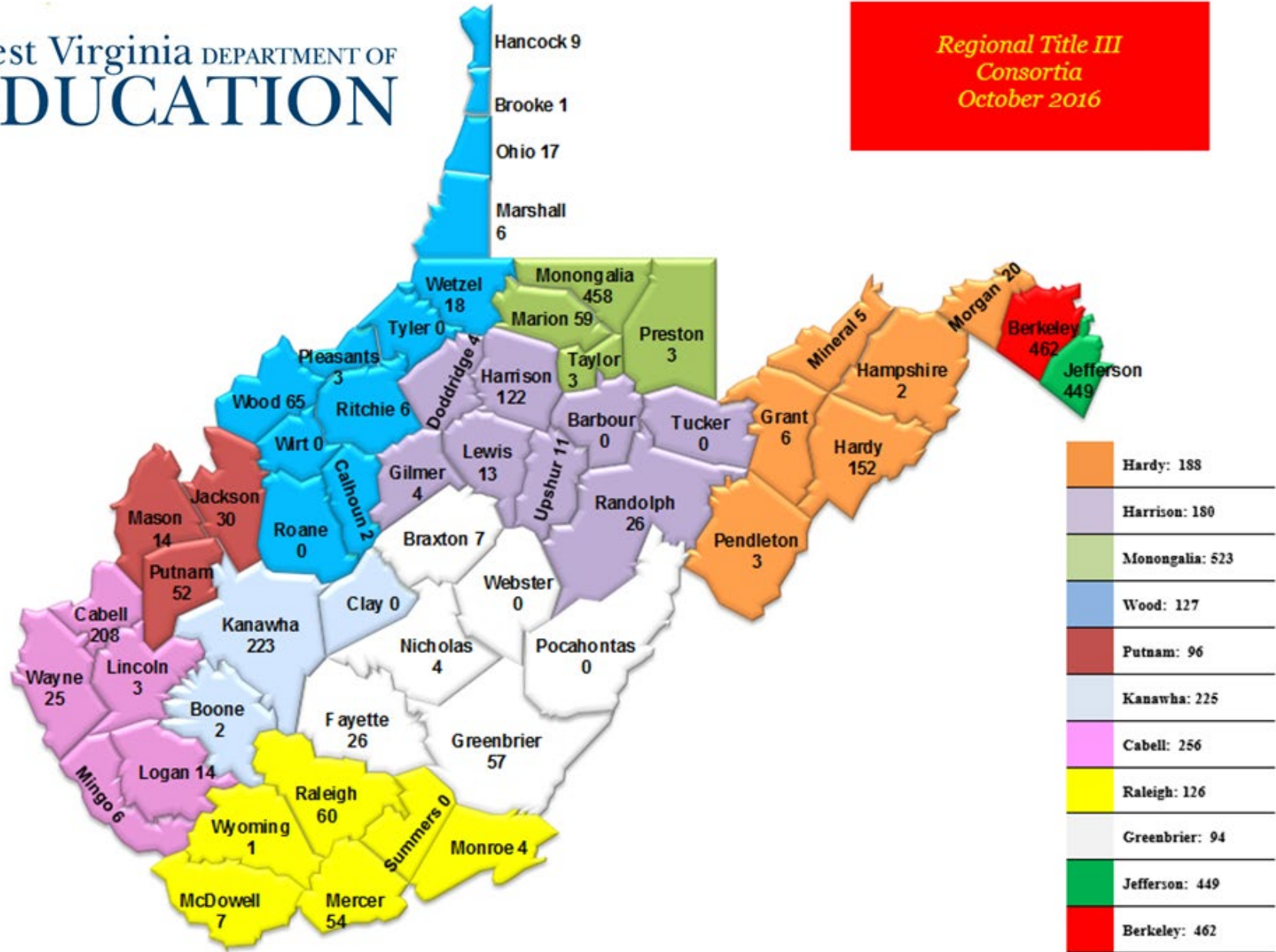
Students Who Are English Learners in West Virginia

Discussion Facilitated by Mami Itamochi and Sonja Phillips, WVDE



West Virginia DEPARTMENT OF EDUCATION

*Regional Title III Consortia
October 2016*



Number of ESL educators

Teacher Code 1050 (ESL Endorsement – Praxis)

WV – 93 certified ESL educators

(# of EL teachers – More than 5)

- Berkeley County (9)
- Cabell County (8)
- Jefferson County (8)
- Kanawha County (7)

PD Opportunities for Educators

- WV E-Learns

<https://wvde.state.wv.us/elearning/coursedetail.php?courseid=67>

- Marshall University
 - CISL560 - ELP standards course
 - CISL561 – Advanced EL Methods

Schools Represented in N-Size

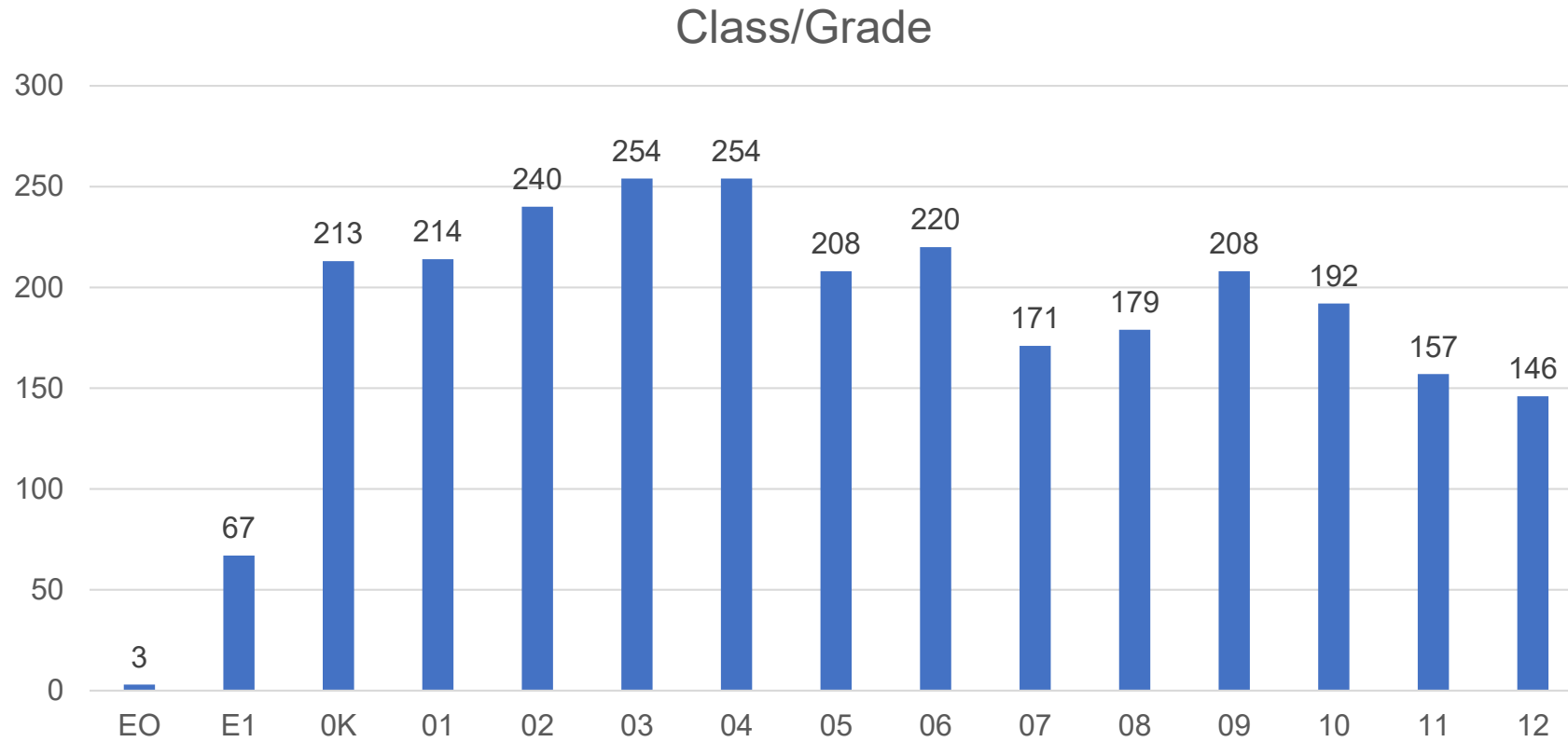
Schools with 10 EL Students		Schools with 25 EL Students	
Berkeley	20	Berkeley	7
Monongalia	9	Monongalia	4
Jefferson	13	Jefferson	9
Kanawha	6	Kanawha	1
Cabell	9	Cabell	2
Hardy	4	Hardy	4
Harrison	4	Harrison	1
Raleigh	1		
Marion	2		
Greenbrier	3		
Mercer	3		
Total Schools	74	Total Schools	28

Programmatic Distribution

- Elementary – 1,445
- Middle – 572
- Secondary – 707
- Alternative – 2

Total Population – 2,726

Grade Level Distribution



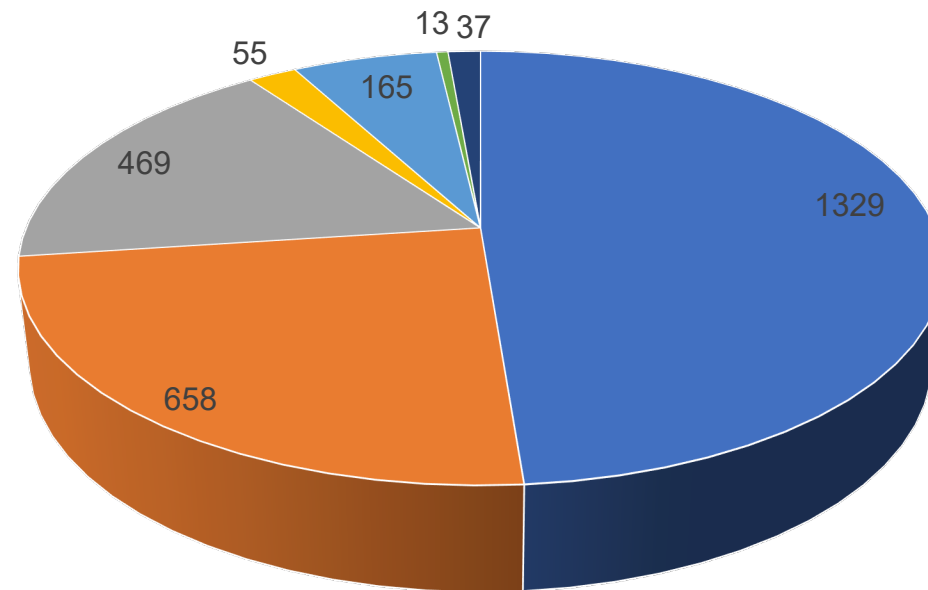
Native Languages Other Than English

- Spanish – 1,335
- Arabic - 320
- Chinese Mandarin - 198
- Vietnamese - 92
- Chinese Cantonese – 54
- Tagalog – 42
- Japanese – 40
- Amharic – 35
- French – 34
- Russian - 31

Top 5 Languages for Top 5 Districts

Berkeley	Monongalia	Jefferson	Kanawha	Cabell
Spanish – 377	Arabic – 141	Spanish - 371	Spanish - 65	Spanish - 49
French – 11	Spanish – 110	Chinese Mandarin -8	Arabic - 61	Arabic - 43
Italian – 7	Chinese Mandarin – 51	Chinese Cantonese – 6	Chinese Mandarin - 31	Chinese Mandarin - 21
Vietnamese - 6	Vietnamese – 17	Portuguese - 6	Vietnamese - 7	Vietnamese - 12
Chinese Cantonese & Mandarin - 5	Korean - 13	Amharic-6	Persian -6	Russian - 6

Ethnicity



■ HISPANIC

■ WHITE

■ BLACK

■ PACIFIC ISLANDER

■ ASIAN

■ MULTI-RACE

■ AMERICAN INDIAN/ALASKAN NATIVE

SWD 2019

Autism	36
Blindness and Low Vision	*
Developmental Delay(ages 3-5)	83
Emotional/Behavior Disorder	*
Gifted(grades 1-8)	124
Hard of Hearing	*
Intellectual Disability - Mild	24
Intellectual Disability - Moderate	*
Intellectual Disability - Severe	*
Orthopedic Impairment	*
Other Health Impairment	33
Specific Learning Disability	154
Speech/Language Impairment	213
Grand Total	698

Assessment Systems in West Virginia

Discussion Facilitated by Sonja Phillips and
Mami Itamochi, WVDE

ELP Assessment

States must administer a **single Statewide English language proficiency assessment** to **all ELs** in grades K-12 (34 C.F.R. § 200.5(a)(2); 34 C.F.R. § 200.6(h)(1))

ELPA21 Assessment – Since 2015-2016 school year

Accommodations for RLA/Math Assessments

States must develop **appropriate accommodations** for ELs; disseminate information and resources about such accommodations to, at a minimum, LEAs, schools, and parents; and promote the use of those appropriate accommodations to ensure that all ELs are able to participate in academic instruction and assessments. (34 C.F.R. § 200.6(f)(1)(i))

WVGSA – Grades 3-8

SAT – Grade 11

Native Language Assessments

States must make every effort to develop **native language assessments** for all languages present “**to a significant extent**” in a State, define what it means for a language to be present “to a significant extent,” and ensure that the most common language (besides English) is included in that definition (34 C.F.R. § 200.6(f)(2)-(4)).

English Learner Student with a Disability (ELP Assessment)

Where a determination has been made, on an individualized basis by the student's IEP team, 504 team, or for students covered under title II of the ADA by the or team or individual designated by the LEA to make those decisions, that an EL has a disability that precludes assessment of the student in one or more domains of the English language proficiency (ELP) assessment such that there are no appropriate accommodations for the affected domain(s), a State **must assess the student's English proficiency based on the remaining domains** in which it is possible to assess the student (34 C.F.R. § 200.6(h)(4)(ii)).

WVDE Data Collection

- Accommodations from EL, IEP, or 504 plans are entered into state database
- Accommodations are pre-printed onto Scantron sheets
- Test administrators indicate which accommodations were provided
- Data file is returned with usage data
- Training and monitoring needs can be determined at district or school level.

Accommodation Usage Review

Questions	List accessibility supports				
	Universal Features (turned off), Designated Features, and Accommodations				
1. Is it noted in student's EL, IEP, or 504 plan?					
2. For what task(s) is it used? (e.g., task type or standard).					
3. Does the student use it for that task every time? Note how often.					
4. Does the student use it alone or with assistance? (e.g., aide, peers?)					
5. If more than one support is available, how do these supports interact? For example, does one accessibility support seem more effective when used with another on a task?					
6. If the accessibility support is presented differently on the test (e.g., an online calculator), how can you give the student opportunities to practice using it?					
7. Does the student's individualized plan (e.g., EL, IEP, 504) need to be updated?					

After-test Accessibility Questions

Questions	Supports Available (List)			
Was the accessibility support used? (Circle Yes or No and record optional comments.)	Yes / No	Yes / No	Yes / No	Yes / No
Was the accessibility support useful? (Circle Yes or No and record optional comments.)	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accessibility support? (Are adjustments needed?) (Circle Yes or No and record optional comments.)	Yes / No	Yes / No	Yes / No	Yes / No
Should the accessibility support be used again? (Circle Yes or No and record optional comments.)	Yes / No	Yes / No	Yes / No	Yes / No

Shyyan, V., Thurlow, M., Christensen, L., Lazarus, S., Paul, J., and Touchette, B. (2016). *CCSSO accessibility manual: How to select, administer, and evaluate use of accessibility supports for instruction and assessment of all students*. Washington, DC: CCSSO. More Tools are available at <http://www.ccsso.org/sites/default/files/2017-10/CCSSO%20Accessibility%20Manual.pdf>

Module Development

Discussion Facilitated by Kristi Liu

Online Professional Development Modules

- Two modules: Secondary & Elementary general education teacher audience
- Scenario based – student & teachers
- Each focuses on one EL without a disability and has additional information on an EL with a disability
- Four module components: (1) Thinking about Student Needs; (2) Making and Implementing Instructional Support Decisions; (3) Making and Implementing Assessment Support Decisions; (4) Pulling it All Together

Modules

- Model a multi-step decision-making process about choosing, implementing and evaluating instructional and assessment accessibility features in a collaborative team of educators, parents and student
- Contain short videos highlighting teacher conversations about planning for student needs
- Demonstrate the creation of an “EL Accessibility Plan” that is inspired by the CCSSO Accessibility Manual

Module Pilot

- Marshall University Professional development course for West Virginia teachers (3 cr.)
- 16-week hybrid class
 - 7 weeks of online interaction including module review, readings, and discussion
 - 7-8 weeks for independent project
- Designed for teachers in K-12 “general education classrooms”



Comments from Pilot Participants

- I feel the students discussed in the module could be ones that walk through my door.
- Want to see students with greater needs (e.g., little to no English).
- Need elementary profiles
- Teachers do not really put this much effort into making plans for accessibility

Secondary Module Demo

Discussion Facilitated by
Kristi Liu and Darrell Peterson

Module Demo

Lessons Learned & Next Steps

Discussion Facilitated by Sonja Phillips &
Mami Itamochi

Lessons Learned

- Participation of diverse group of stakeholders is key to authentic scenarios and accurate module content
- Teachers wanted short, interactive modules without a lot of talking heads
- Flexible format is preferred – single user or group
- Encourage teachers who may not currently have EL students to take module

Next Steps

- Modules will be hosted on WVDE training site for CE credit at this time with an eye on the future of possibly having funding for creating graduate course and credit
- Modules will also be hosted on NCEO site for public access for other states to utilize
- Follow up with teachers who use the module to see how they use what they've learned and topics they want more information about

Questions?