



# Improving Instruction

## What do Teachers Know About Accessibility Features and Accommodations for English Learners?

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# Presentation Goals

- Know the difference between ***Accessibility Features*** and ***Accommodations***
- Understand accessibility supports that can be used for English learners
- 
- Find related videos or training modules online
- Realize students, parents, and educators playing a role in the decision making process



# Overview of the Improving Instruction Project

# Need for Project

- Sometimes educators make decisions about accessibility features and accommodations based on:
  - Feasibility (e.g., selecting only supports that are readily available)
  - Placement information (e.g., selecting the same supports for all below-level readers)
  - Demographic information (e.g., selecting the same supports for all English learners)

# Need for Project

- The Every Student Succeeds Act (ESSA)
  - requires states to ensure the provision of accommodations to students who are English learners and students who have disabilities to improve their inclusion in assessments.
- understanding accessibility supports that can be used for English learners may be challenging for educators
- Aligning the decisions about the accessibility supports used for instruction with those available for district and state assessments is an additional challenge.
- Parents and guardians are important participants in the decision making process about the supports that are most appropriate for their child.
- Not only students need information and support, but also parents and educators

# Project goals

- The three primary project goals are to
  - (a) improve participating West Virginia teachers' understanding of how to select, implement, and evaluate the use of accessibility features and accommodations by ELs, including ELs with disabilities, for instruction and assessment;
  - (b) create a school culture that values the learning of all students, including ELs;
  - (c) improve outcomes for ELs in the math and ELA content areas, and in English language proficiency.

# Partners

- Funded by the U.S. Department of Education, Office of English Language Acquisition
- Collaboration between the National Center on Educational Outcomes and the WV departments of education

# Research Activities

1. Creating a training module and supplemental materials
2. **Piloting and revising the professional development materials**
3. Analyzing the student outcomes
4. Creating briefs for parents, teachers, principals and other educators on topics such as collaboration, communication, the use of interpreters, and accessibility decisions.

# Building Successful Communication Between Parent or Guardian and Teacher

Two-way communication between parents or guardians and teachers helps to build trust. Trust between school and parents or guardians is important in supporting the learning of culturally and linguistically diverse students, including English learners.

## What should I do if communicating in English is a challenge?

If you are meeting teachers in person, ask teachers to bring an interpreter who can help you and the teacher talk to each other.

- Let teachers know several days before your meeting if you will need the school to provide an interpreter.
- Invite a bilingual parent or guardian, community leader, or other community member to support you during the meeting. This person can help you ask questions to make sure you understand the discussion.

## What is the benefit of communicating with my child's teachers?

Both you and your child's teachers want to help your child to be safe and successful in school. Talking to (or texting or emailing) your child's teachers has benefits:

1. You can share information that will help teachers better understand your child. For example, you can tell them about:
  - your child's experiences in school, what they are good at, what they might need more help with.
  - the language you speak at home, and your cultural values, and family traditions.
2. Teachers can tell you what your child is doing in the classroom. This helps you to follow up and support your child's learning at home.



# 让家长或监护人和老师顺畅交流

常见问题表



家长或监护人和老师的双向沟通可以帮助双方建立信任。只有互相信任,才能更好地帮助语言文化多元背景的学生,其中包括英语为非母语的学生。

## 如果您不能用英语与老师顺畅交流,怎么办?

为了更好地与老师沟通,您可以请老师为您申请一名译员。

- 翻译服务需要提前几天向学校申请。
- 您还可以邀请一位双语家长或监护人,或社区成员一起出席与老师的见面。

## 与老师交流有哪些好处?

学到知识、安全健康地成长,是老师和家长或监护人对学生的共同愿望。您可以发信息、发邮件给老师询问您孩子在学校的情况,这样做有很多好处:

1. 为了让老师能更好地了解孩子,您可以和老师见面时分享孩子在学习和生活方方面面的情况,比如:
  - 孩子的学习情况,哪个学科表现好,哪个学科需要更多的帮助。
  - 家庭成员的语言、文化、习俗等。
2. 老师也会跟您反馈孩子在学校的表现。这些信息可以让您跟进孩子的学习情况,帮助孩子在家里学习。





# Accessibility Paradigm Shift

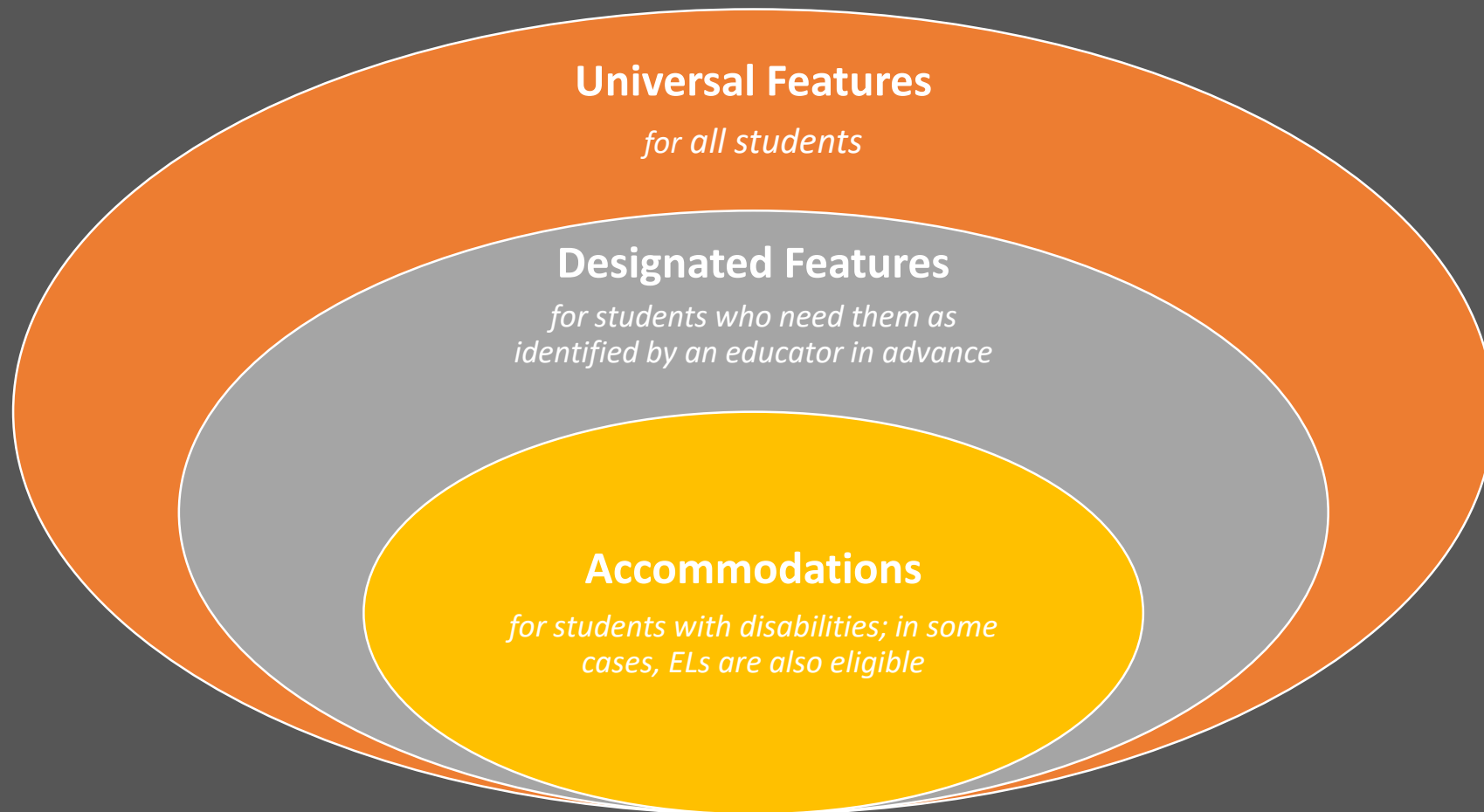
# What Do We Mean by Accessibility?

- Accessibility means providing students with tools or supports that level the playing field
- Some examples:
  - ASL video for a deaf student
  - Extended time for an English learner
  - Answer masking for a student with ADHD
  - Separate setting for struggling student

# Accessibility Paradigm Shift

- Started without requirements in law
- The federal government funded consortia of states to develop a general assessment, alternate assessment, and English language proficiency (ELP) assessment
- These consortia used principles of universal design and opened up the concept of accessibility

# Tiers of Accessibility



# Your Thoughts

*Any implications caused by this paradigm shifting occur in your school?*

# NCEO Training modules

- AZ (accommodations decision making: parent teacher IEP meeting)
- DIAMOND: MN (Accessibility features and accommodations for all students)
- WVII 1 2 3 (EL focus)



# **Teacher Knowledge Activity**

# Research Question

- To what extent do teachers know about *identifying* accessibility features and accommodations for English learners in instruction and assessment for ELs?
- To what extent do teachers know about *implementing* accessibility features and accommodations for English learners in instruction and assessment for ELs?
- To what extent do teachers know about *evaluating* accessibility features and accommodations for English learners in instruction and assessment for ELs?
- To what extent do teachers' knowledge change on *identifying*, *implementing*, and *evaluating* accessibility features and accommodations for English learners in instruction and assessment for ELs after accessing related supplemental materials?

# Topics

- Sample
- Process
- Materials
- Data analyses
- Results

# Sample

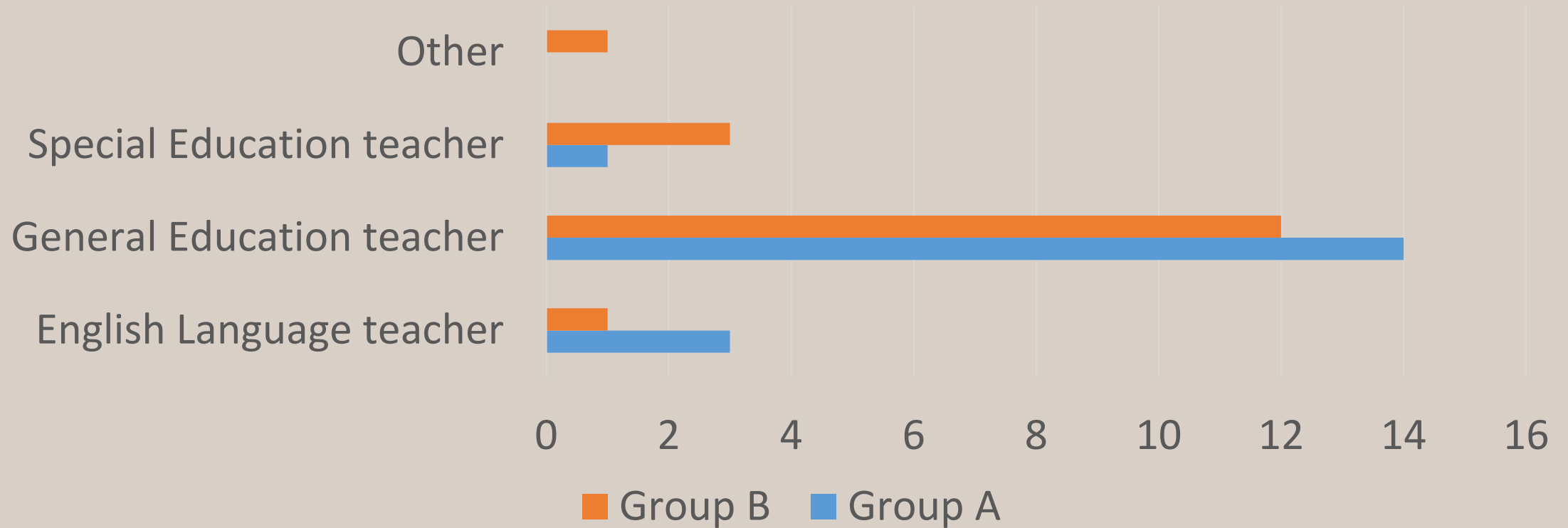
- Course were paid by WVDE
- 35 teachers
  - Randomly assigned to two groups
    - No access the content
    - Access the content
  - Pre vs post
    - 1<sup>st</sup>: 18+17
    - 2<sup>nd</sup>:16+15
- Answered online survey
- Received a \$150 gift card

# Demographic information

- Course were paid by WVDE
- 35 teachers
  - 1<sup>st</sup>: 18+17
  - 2<sup>nd</sup>: 16+15
- Received a gift card

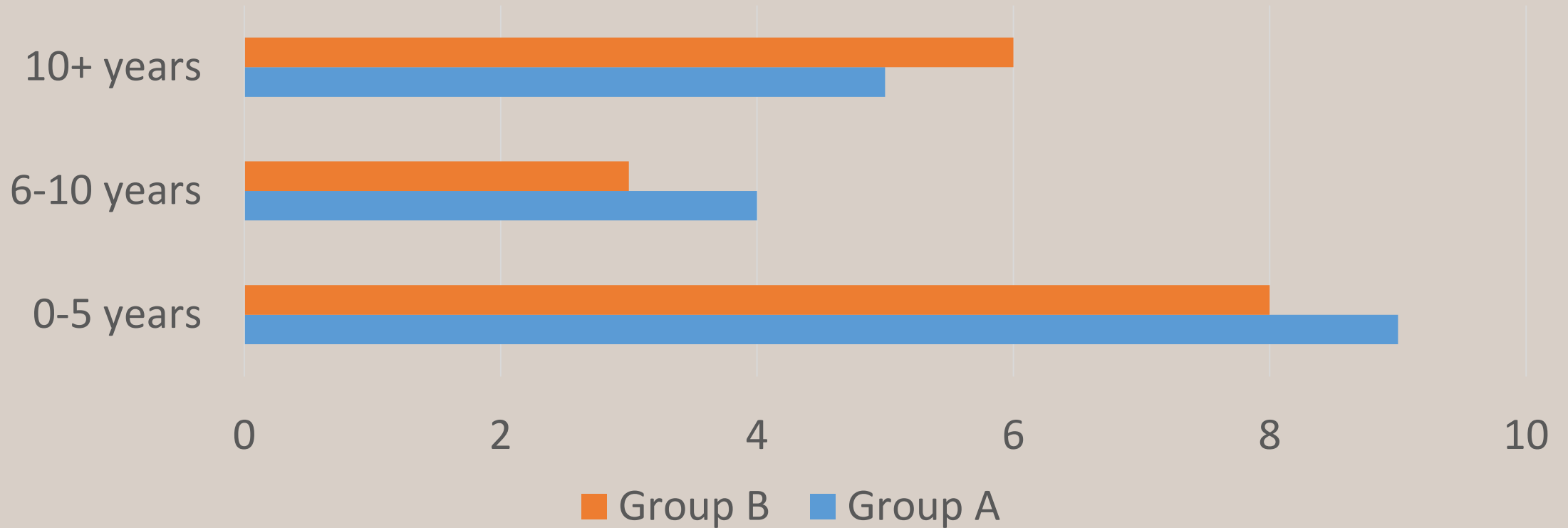
# Demo

What is your current role



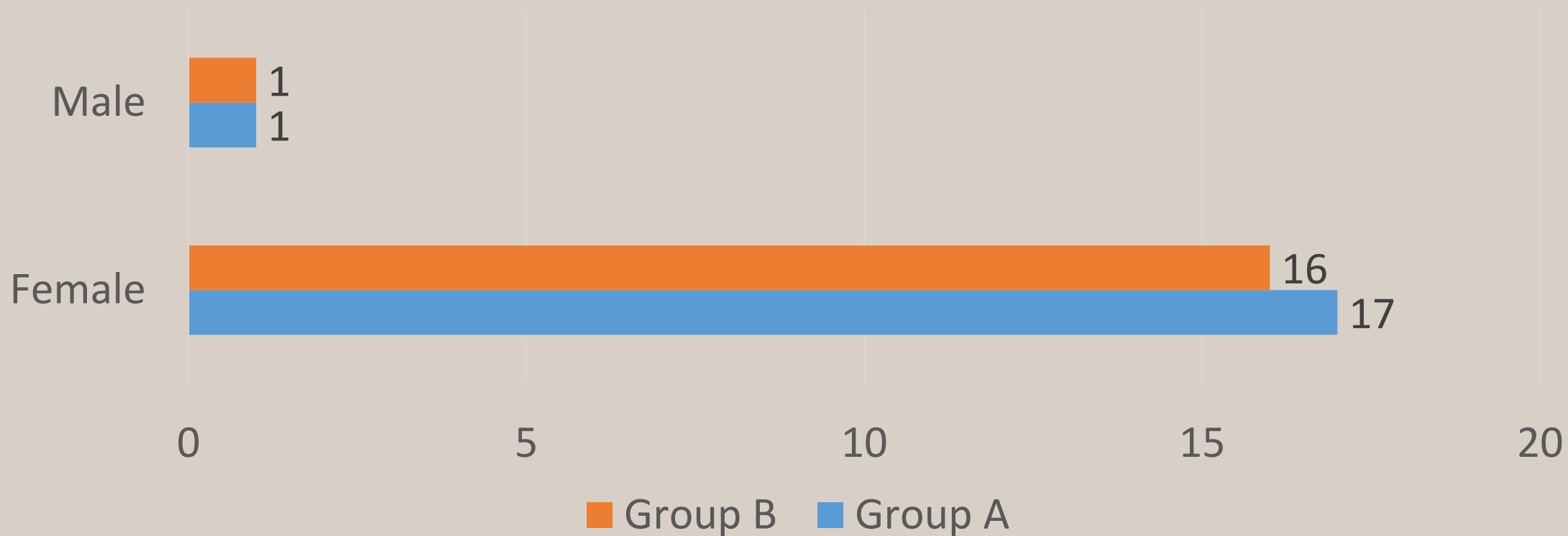
# Demo

How many years have you been teaching?



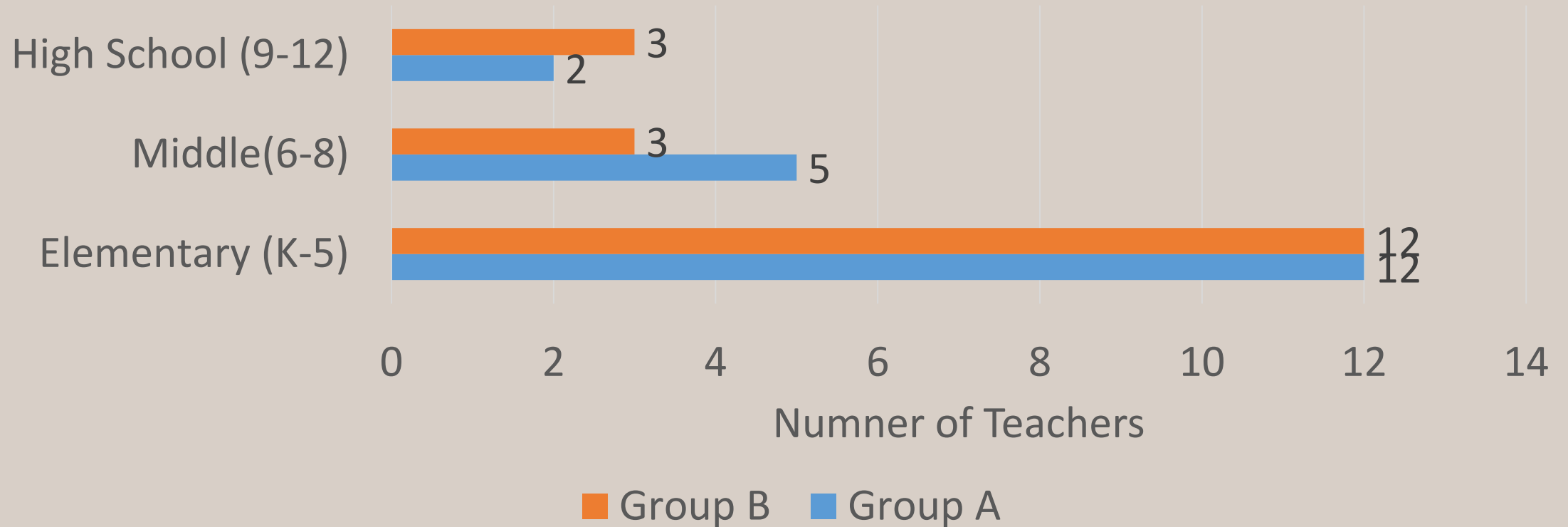
# Demo

## Gender



# Demo

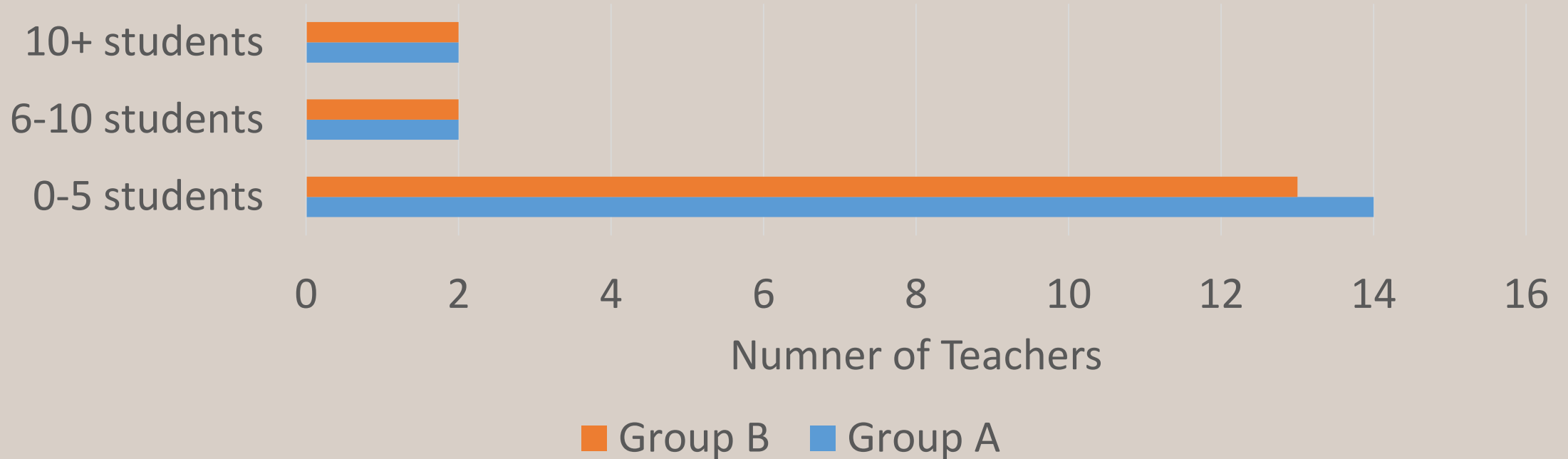
What grade do you currently teach?



\*Some teachers taught across levels.

# Demo

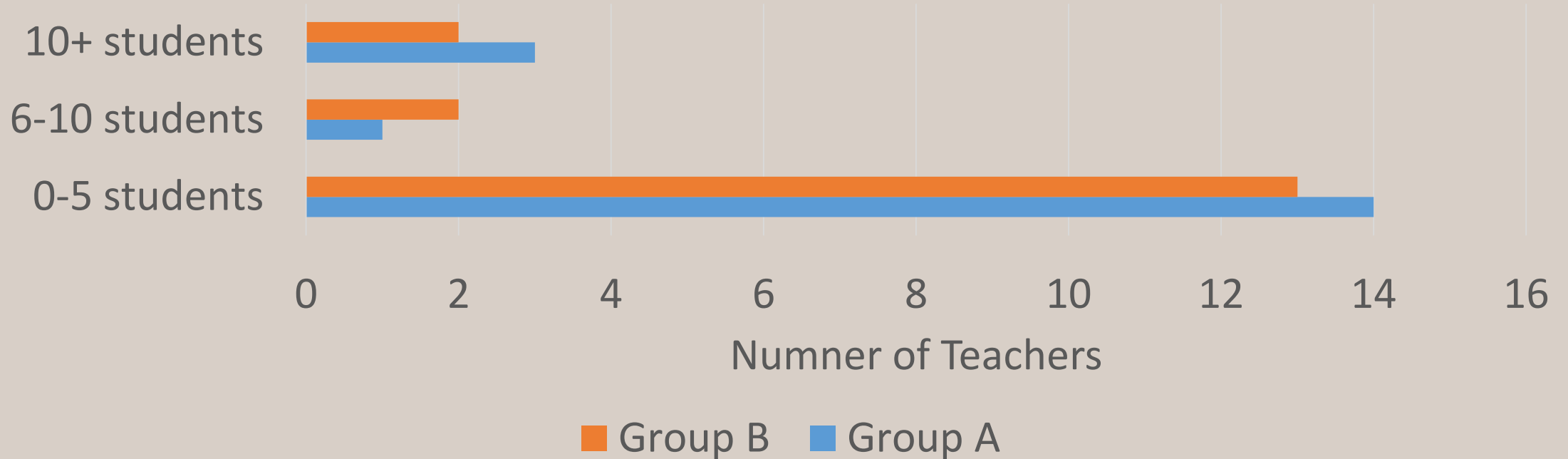
Approximately, how many English Learners (ELs) were in your classroom(s) last year?



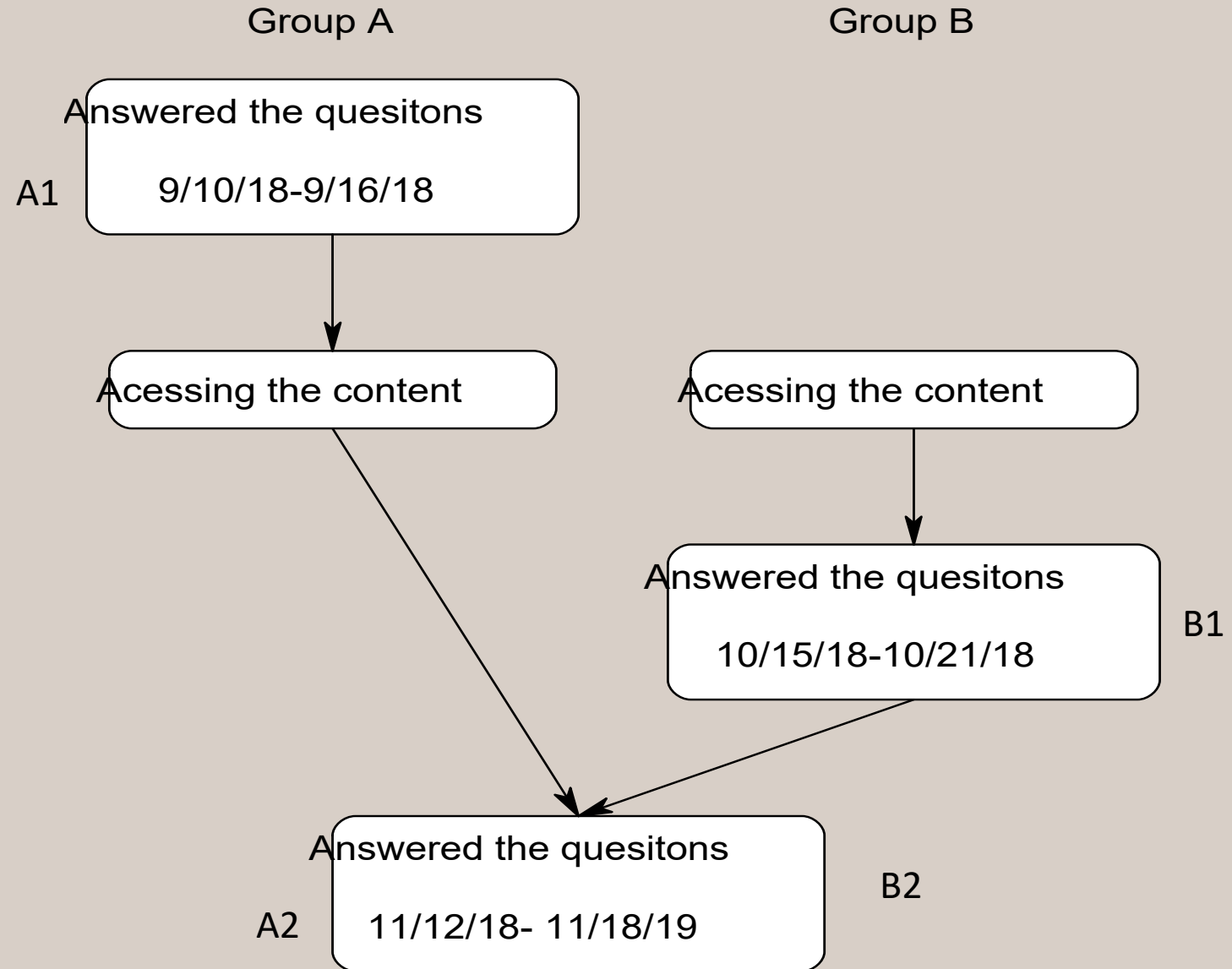
\*One teacher did not report.

# Demo

How many English Learners (ELs) are currently in your classroom(s)?



# Process



# Materials/Content

- Identification
  - 10 items
- Implementation to instruction
  - 12 items
- Implementation to assessment
  - 12 items
- Evaluation
  - 3 items

# Data analysis

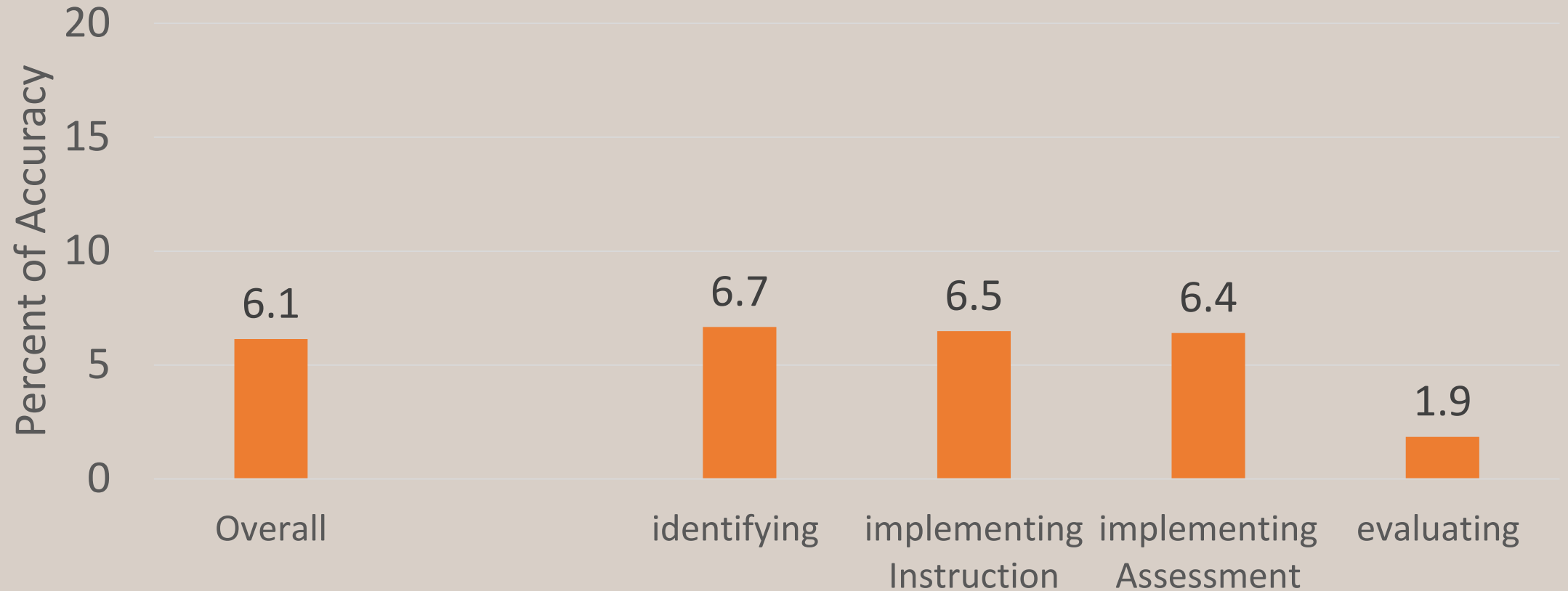
- Descriptive analyses
  - Classic Item analysis
    - Item difficulty (% accuracy)
- Making a table to show pre-A and post-A

# Results



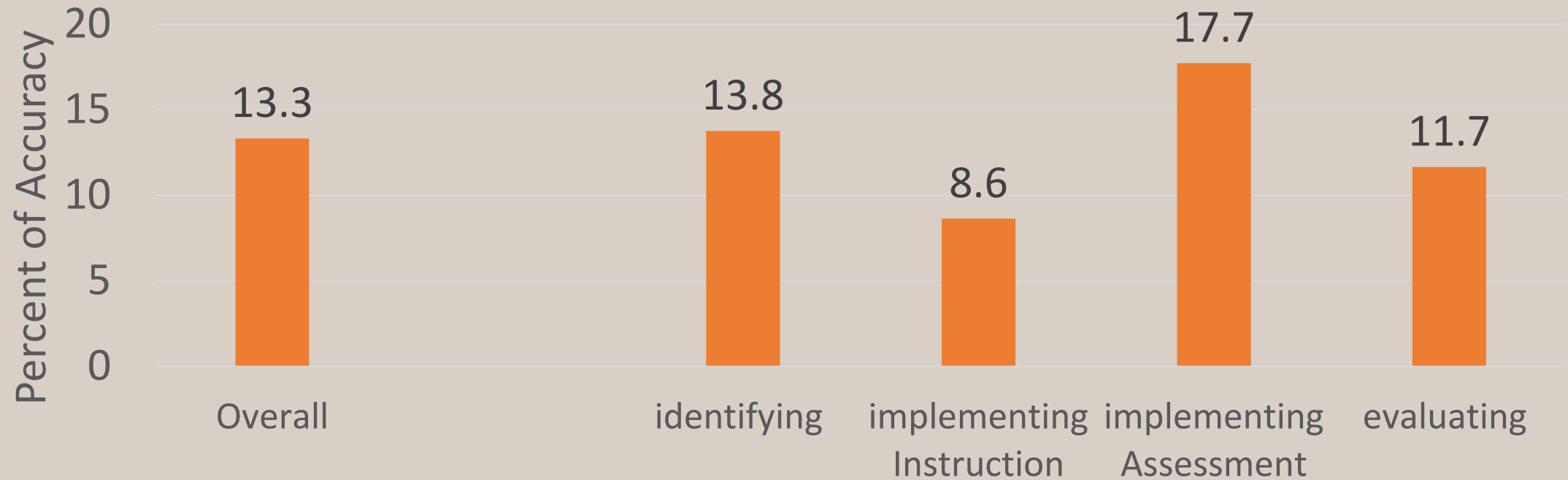
# Results-difference (B1-A1)

Difference between pre-tests (B1-A1)



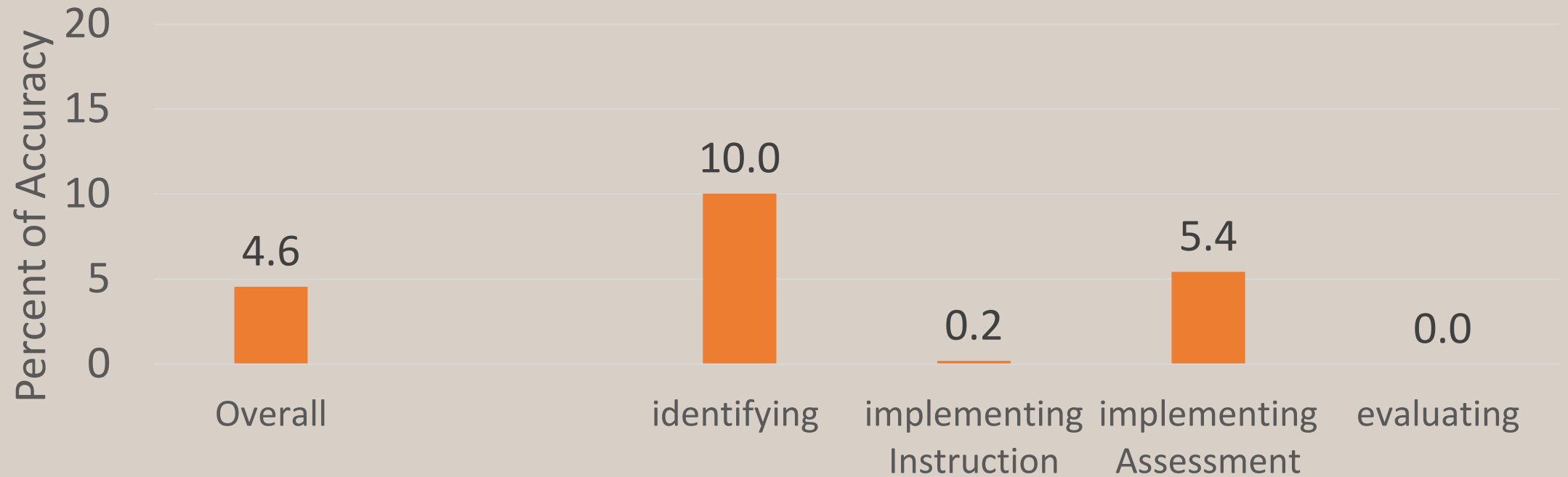
# Results-difference (A2-A1)

Difference between pre- and post-tests for group A (A2-A1)

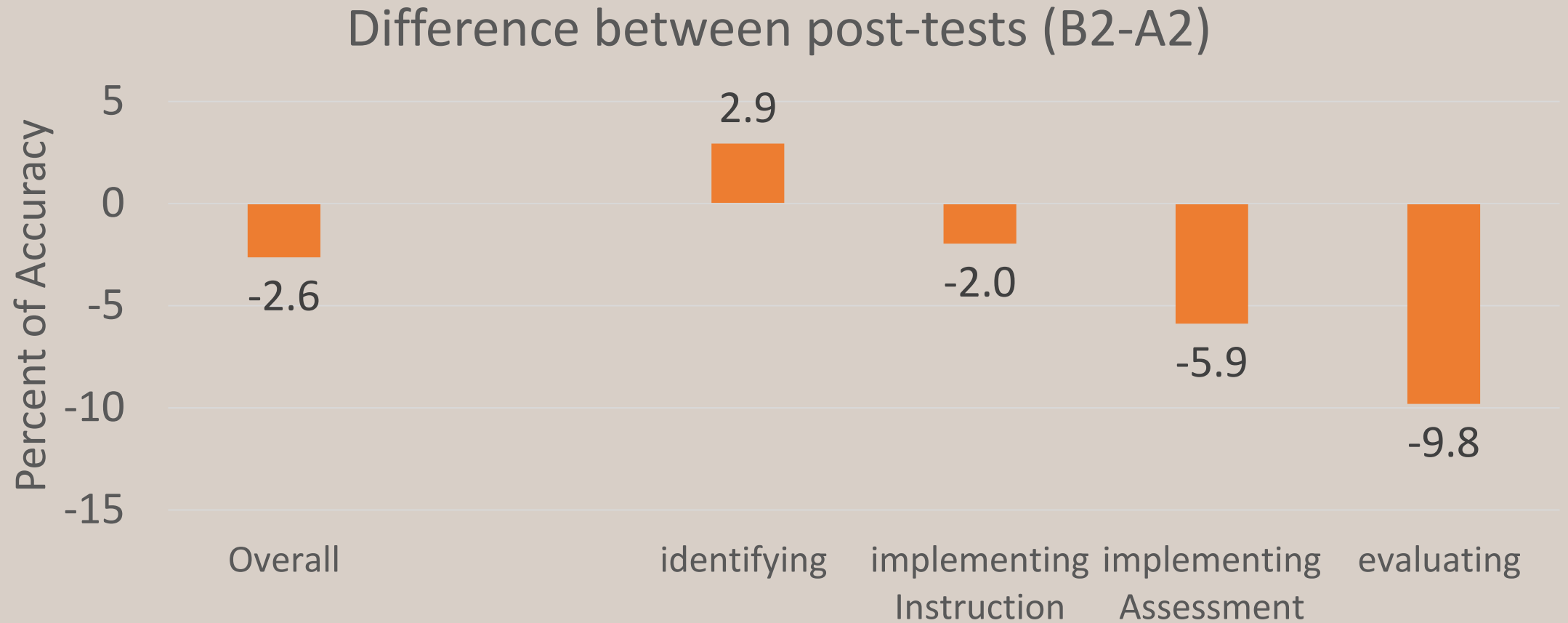


# Results-difference (B2-B1)

Difference between pre- and post-tests for group B (B2-B1)



# Results-difference (B2-A2)



# Summary

- Limitation
  - Small sample size
  - Limited number of items
  - Paper content, instead of videos
- Module content did improve teachers knowledge.
  - Knowing what contents will be included help learning (A2>B2), especially on evaluating
  - Knowledge more on Implementing to assessment and identifying the needs

# What's after?

- Revising the content
- Revising some trouble items
  - Post < Pre
  - % accuracy was less than 50 % on the post
- Creating videos
- Make similar training modules for elementary students
- Launch the online module
- Collecting data
- Analyzing new results

# VIDEOS

- Elementary
- Secondary
  - [https://www.youtube.com/watch?v=thamNgdekEs&list=PLadqoCtD5HjlrYkLnvS1x\\_NcjK8JOoYSO](https://www.youtube.com/watch?v=thamNgdekEs&list=PLadqoCtD5HjlrYkLnvS1x_NcjK8JOoYSO)
  - [https://www.youtube.com/watch?v=rG8mP31sqzs&list=PLadqoCtD5HjlrYkLnvS1x\\_NcjK8JOoYSO&index=2](https://www.youtube.com/watch?v=rG8mP31sqzs&list=PLadqoCtD5HjlrYkLnvS1x_NcjK8JOoYSO&index=2)



