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DIAMOND

DATA INFORMED ACCESSIBILITY: MAKING OPTIMAL NEEDS-BASED DECISIONS

Additional Educators' Perspectives on Classroom Implementation of Accessibility Features and Accommodations

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Executive Summary

The Data-Informed Accessibility Making Optimal Needs-based Decisions (DIAMOND) project conducted telephone interviews with two cohorts of educators using identical study methods. The analysis and results for the first cohort of educators interviewed have been published (Albus, Thurlow, Liu, Lazarus, & Larson, 2018), and this report on the second cohort of interviewees presents separate findings as well as an overall summary for the two cohorts. This study sought to answer how educators defined accessibility features and accommodations, how different educator types used them in classrooms by population served (general education, special education, EL education), including any challenges in using them, and to what extent the supports identified by educators were consistent with their state's assessment policies.

Educator Definitions of Supports

In this study's cohort of 34 educators, 14 differentiated between accessibility features and accommodations. They did so in the following ways: context of use (i.e., instruction vs. assessment); built into technology; number of students who use; original presentation vs. being an added tool or something a teacher does; and population of students using (i.e., accommodations for students with IEP). The three differentiation strategies in common across the two cohorts of educators were the use of context, whether a support was built into technology, and by population that uses.

Summary of Supports Reported Used

For the second cohort of 34 educators, the overall most frequently mentioned supports (across universal features, designated features and accommodations) were Read Aloud (N=62), Directions Clarified, Repeated, or Read Aloud (N=48), Extra Time (N=46), Frequent Breaks (N=9), and Scratch Paper (N=38). Across the two cohorts, the top mentioned supports with 95 or more mentions were: Text to Speech/Read Aloud/Human Reader (N=213), Extra Time (N=142), Calculator (N=97), and Highlighter (N=95). Other top mentioned supports with 58 or fewer mentions were Scribe (N=58), Directions Clarified, Repeated, or Read Aloud (N=55), Frequent Breaks (N=44), and Scratch Paper (N=39).

Reported Challenges in Using Supports

In the second cohort, which was the primary focus of this report, the most frequently mentioned challenge in using accessibility features and accommodations for educators was the need for training (N=14). Tied for second with 11 educators each were access, time, and so many students to accommodate for one teacher. Close after that was logistics, which was mentioned by nine educators. The top concerns identified across merged cohorts were challenges related to class size and the difficulty of one teacher providing accommodations to so many students, followed

by the theme of availability, logistics, and access. The third concern was a lack of knowledge about providing accommodations and the need for professional development.

Consistency with State Policies

Educators in both cohorts gave responses of using supports inconsistent with their state assessment policy. The merged totals show that there was more inconsistent use of universal features than designated features or accommodations. Fewer participants came from states with designated features, so the total number in that category was understandably lower. Also, of all 74 participants across cohorts, there were three educators who voluntarily reported using supports on state assessments inconsistent with state assessment policy, even though this question was asked of participants.

Implications for Professional Development

The combined results of the two sets of phone interviews with educators have several potential implications for the field and for professional development. As evidenced by the findings, there remains a need for:

- Training and professional development on accessibility features and accommodations across educators of all background types, for all student populations, including ELs with disabilities.
- Educators to be able to distinguish their state's accessibility features and accommodations available for statewide assessments, and how accessibility features and accommodations apply to their classroom instruction and classroom tests for all populations they serve.
- Training to help educators evaluate the appropriateness of using accessibility features and accommodations that are inconsistent with state assessment policies, and how best to balance the benefits versus the unintended consequences.
- Professional development to address educators' top reported challenges overall, and for instruction and classroom tests specifically.
- Training that provides guidance about the accessibility features and accommodations to use with students while at the same time mitigating the challenges identified by educators, including those identified by the least number of educators (e.g., certain decisions being systematized at district level, challenges linked to unique local contexts such as financial constraints and considerable linguistic diversity, and the perception of stigma in using accommodations observed among students or assumed by staff).

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Overview

The Data-Informed Accessibility Making Optimal Needs-based Decisions (DIAMOND) project received funding in 2015 from an Enhanced Assessment Initiative grant to collect information that would inform the creation of professional development modules for educators making decisions within new accessibility frameworks.

Students now have more universal features and accommodations available to them for instruction and assessment than ever before. This has increased the need for educators to be able to determine the best accessibility features and accommodations to help students across instructional and assessment contexts, and requires educators singly and in teams to be skilled in making these decisions. Previous research shows that they often struggle in doing this (Altman, Lazarus, Quenemoen, Kearns, Quenemoen, & Thurlow, 2010; Langley & Olsen, 2003). To address this issue, the DIAMOND project has conducted phone interviews with educators to highlight effective implementation of accessibility features and accommodations in their classrooms during instruction and during assessments.

DIAMOND telephone interviews were conducted with two cohorts of educators using identical study methods. The analysis and results for the first cohort of educators interviewed have been published (Albus, Thurlow, Liu, Lazarus, & Larson, 2018), and this report on the second cohort of interviewees presents separate findings as well as an overall summary for the two cohorts.

For this study, as for the first cohort, educators were asked about two kinds of accessibility features (universal features and designated features) and about accommodations. These were defined for this study as:

> **Universal Features:** These are accessibility supports that are available to all students as they access instructional or assessment content. They may be either embedded and provided digitally through instructional or assessment technology (e.g., answer choice eliminator), or non-embedded and provided non-digitally at the local level (e.g., scratch paper).
>
> **Designated Features**: These are accessibility supports that are available to any student for whom the need has been indicated by an educator (or team of educators, which may also include the student and the parent/guardian) who is familiar with the student's characteristics and needs. Embedded designated features (e.g., color contrast) are provided digitally through instructional or assessment technology, while non-embedded designated features (e.g., magnification device) are provided locally.
>
> **Accommodations:** These are changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for

students who need them. Embedded accommodations (e.g., text to speech) are provided digitally through instructional or assessment technology, while non-embedded accommodations (e.g., scribe) are provided locally. Accommodations are generally available to students for whom there is documentation on an Individualized Educational Program (IEP) or 504 plan; some states also have offered accommodations to English learners (ELs).

This study sought to answer the following questions:

1. How did educators define accessibility features and accommodations?
2. Which accessibility features and accommodations did educators use in their classrooms?
3. Did the accessibility features and accommodations used differ by educator group (general educator, special educator, EL educator) or by student population served (general education, special education, EL education)?
4. To what extent were the accessibility features and accommodations identified by educators consistent with the state's assessment policies?
5. What challenges did educators report about the use of accessibility features and accommodations?

Methods

Study Recruitment

Teachers participating in the second round of phone interviews were recruited from three states: Alabama, Maryland, and Wisconsin (see Table 1). Representatives from the departments of education in these states were asked to send out an information sheet (see Appendix A) by email to teachers. This information sheet outlined the goals of the DIAMOND project, explained the protocol for the phone interviews, and provided the contact information for a DIAMOND staff member. Teachers then e-mailed the DIAMOND staff member to indicate that they were interested in participating. They were then asked to complete a consent form (see Appendix B) and to select a convenient time for a roughly 45-minute interview. Of the 70 teachers who sent e-mails to indicate their interest in the study, 34 completed phone interviews.

Table 1. Number of Educators Contacted and Participating in Interviews in Cohort 2

State	Participants
Alabama	12 indicated interest 4 participated
Maryland	50 indicated interest 23 participated
Wisconsin	8 indicated interest 7 participated

Table 2 shows the number of educators who participated in phone interviews by their professional role. In sections of the report where data are presented by educator role, those with more than one identified teaching background are included by their primary role. If educational background was unclear, teachers are identified as unclear or as serving a mixed population (e.g., resource room).

Table 2. Number of Educators by Role

Educator Role	Number
General Educator	3
Special Educator	18
EL Educator	10
Unclear, Serves Mixed Population	3

Data Collection Procedures

DIAMOND project staff followed an interview protocol when conducting the phone interviews (see Appendix C). Interviewers first asked educators to briefly describe their current positions and the demographic characteristics of their students. Educators then examined electronic versions of their own state's assessment accessibility and accommodations manuals for content (math and English language arts [ELA]) and English language proficiency (ELP) assessments; these had been e-mailed to them prior to the interview.

After looking at a list of the specific assessment accessibility features and accommodations allowed by their state, educators were asked to list the supports they typically used during instruction and on classroom tests. Interviewers asked them to reflect on supports used for general education students, special education students, and ELs. Several additional questions were used to determine whether the educators might have students who could be observed using a specific accessibility feature or accommodation as part of a future research activity, and whether the educators would be willing to allow researchers to visit their classroom.

Educators who completed a telephone interview were sent a $50 gift card for their participation.

Data Preparation

When possible, and with educators' agreement, phone interviews were recorded so that researchers could refer back to the educators' words while composing their notes. When recording was not possible, researchers took summary notes during the phone calls that they then completed and edited afterward. These notes formed the raw data for analysis.

Data Analysis

Staff received cleaned versions of the educator phone interviews for analysis. See Appendix C for the educator interview content. A subset of the entered data was used for this report.

Results

Educators' Definitions of Accessibility Features and Accommodations

One of the initial questions asked of educators was to define what the terms accessibility features and accommodations meant to them. Some educators gave responses that differentiated between the two terms, and some did not. Overall, 14 of the 34 educators (41%) attempted to differentiate the two terms. These 14 educators included seven special educators, four EL educators, two general educators, and one mixed population educator for special education and ELs.

The 14 educators differentiated the terms based on one or more of the following five approaches: Built into Assessment Technology; Context of Use (Instruction or Assessment); Number of Students Who Use; Original Presentation vs. Additional Tool or Something Teacher Does or Implements; or Student Population (see Table 3). Some educators seemed to attempt to differentiate, but their differentiation was unclear. A few educators also provided examples of one of the other types of support, but did not explicitly distinguish between the two types of supports. An example of each of the definition approaches educators used is included in Table 3. The full list of definitions is provided in Appendix D.

Table 4 shows the frequency of the approaches used to differentiate between accessibility features and accommodations by the educators' professional roles. As evident in the table, the highest number of educators differentiated by Student Population Using and Original Presentation vs. Additional Tool or Something Teacher Does or Implements, with seven educators in each case. This was followed by Built into Assessment Technology with two educators, and Context of Use and Number of Students Who Use with one educator each. Of the 14 educators, some educators used more than one approach, so the total number of educators in this table (n=18) reflects this.

Table 3. Examples of Approaches Used by Educators to Differentiate Accessibility Features and Accommodations

Built Into Assessment Technology Accessibility features are elements built into software or digital equipment that allow it to be used by people with disabilities. Accommodations are strategies or policies developed by IEP teams or 504 committees to make the curriculum accessible to students with disabilities.
Context of Use, Instruction or Assessment Accessibility features are for online testing. That is the way we are translating IEP or 504 accommodations to computers. Accommodations are how we make sure that students have all the tools they need to access educational materials.
Number of Students Who Use Accessibility features – for example, highlighters – are for more students than accommodations. Accommodations are for fewer students.
Original Presentation vs. Additional Tool or Something Teacher Does or Implements Accessibility is how students are presented with materials. Accommodations are supplemental aids that are given to students to help them meet their goals and be successful in the classroom.
Student Population That Uses Accessibility features are things that any student can get. Students need an IEP or 504 to get accommodations.

Table 4. Approaches Used to Differentiate by Educator Role

Approaches	General Educator	Special Educator	EL Educator	Mixed Population Served (Sped Ed & EL)
Built into Assessment Technology	0	1	0	1
Context of Use	0	0	0	1
Number of Students Who Use	0	1	0	0
Original Presentation vs. Additional Tool or Something Teacher Does or Implements	1	3	3	0
Student Population Using	1	4	1	1

Accessibility Features and Accommodations Used in Classrooms for Instruction and Tests

Educators were asked about the supports they used with students for classroom instruction and assessments in the categories of universal features, designated features, and accommodations. Table 5 shows that educators identified some supports as falling into multiple categories. This may reflect differences in policies for state assessments. Ten supports were identified as falling into all three support categories: Alternate Location; Directions Read, Clarified, Repeated;

Headphones; Magnification; Scribe; Small Group; Special Seating; Text to Speech; Translator, Translation; and Google Translate, Online Translator.

Table 5. Supports Described by Educators for More Than One Support Category

Supports	Universal Features	Designated Features	Accommodations
Alternate Location	X	X	X
Calculation Device	X		X
Closed Captioning	X		X
Color Choices, Contrast	X	X	
Dictionary	X		X
Directions Read, Clarified, Repeated	X	X	X
Extra Time	X		X
Frequent Breaks	X		X
Head Phones	X	X	X
Highlighter	X		X
Large Print	X		X
Magnification	X	X	X
Manipulatives	X		X
Math Tools	X		X
Modify Task, Assignment	X		X
One on One		X	X
Overheads	X		X
Paper Version, Paper Response Booklet	X		X
Read Aloud/ Human Reader	X		X
Reduce Distractions	X		X
Scribe	X	X	X
Small Group	X	X	X
Special Seating	X	X	X
Speech to Text	X		X
Student Reads Aloud to Self	X		X
Teacher Helps	X		X
Text to Speech	X	X	X
Time of Day, Flexible Scheduling	X		X
Translator, Translation	X	X	X
Google Translate, Online Translator	X	X	X
Visual Cues	X		X

Table 6 shows the totals for the most frequently mentioned supports across all categories (universal features, designated features, accommodations) for each student group for classroom in-

struction and tests. Across student groups, the most frequently mentioned supports for classroom instruction were Read Aloud/Human Reader (N=62), Directions Clarified, Repeated, or Read Aloud (N=48), Extra Time (N=46), Frequent Breaks (N=39), and Scratch Paper (N=38). Still, there were differences by student group. For general education students, the most mentioned support for instruction was Extra Time. For special education students and ELs, the highest mentioned support for instruction was Read Aloud/Human Reader. For ELs with disabilities, there was only one mention each for several supports; these were Extra Time, Frequent Breaks, Highlighter, and Magnification.

Table 6. Top Overall Support by Population Served for Instruction and Assessment

	General Education Students		Special Education Students		ELs		ELs with Disabilities		Total Educator Mentions
Supports	**Instr.**	**Test**	**Instr.**	**Test**	**Instr.**	**Test.**	**Instr.**	**Test**	
Alternate Setting	3	3	16	15	8	7	0	0	52
Bookmarking	5	5	4	0	6	6	0	0	26
Calculation Device	3	3	13	25	10	9	0	0	63
Directions Clarified or Repeated, Read Aloud	10	9	22	21	16	15	0	0	93
Eliminate Answer Choices	7	6	10	11	11	10	0	0	55
Extra Time	11	10	19	23	15	15	1	1	95
Frequent Breaks	3	1	24	19	11	9	1	1	69
Glossary	3	1	4	6	13	11	0	0	38
Graphic Organizer	2	2	7	4	2	8	0	0	25
Headphones	2	2	13	9	3	4	0	0	33
Highlighter	7	6	1	13	14	12	1	1	55
Linereader	4	2	10	7	5	3	0	0	31
Magnification	2	2	11	10	5	5	1	1	37
Monitor Test Response	5	5	9	8	6	6	0	0	39
Read Aloud/ Human Reader	8	6	35	35	19	17	0	0	120
Redirect Student to Test	7	7	12	12	7	6	0	0	51
Scratch Paper	7	6	18	17	13	13	0	0	74
Scribe	2	2	12	13	2	2	0	0	33
Small Group	6	3	14	10	8	4	0	0	45
Students Read Aloud to Self	4	3	8	7	5	4	0	0	31
Text to Speech	5	5	20	21	5	5	0	0	61

Across student groups, the most frequently mentioned supports for classroom tests were similar to those for instruction. One exception for general education students was that Redirect Students to Test was among the top three supports mentioned for classroom assessments. Another exception for special education students was that Calculation Devices was among the top three supports for classroom assessments. The top three supports for ELs in classroom assessment were the same as for instruction.

Across student groups and purposes (classroom instruction, classroom tests), the five most frequently mentioned supports were Read Aloud/Human Reader (N=120), Extended/Extra Time (n=95), Directions Clarified, Repeated, or Read Aloud (N=93), Scratch Paper (N=74), and Frequent Breaks (N=69).

Table 7 presents the top mentioned universal features that educators in the three professional groups (general educator, special educator, EL educator) identified for students for classroom instruction. General educators most reported using the following for all students: Alternate Location (N=5), Highlighter (N=5), Redirect Student to Test (N=5), Small Group (N=5), and Text to Speech (N=5). The top three for special educators for all students were Magnification Tools (N=16), Directions Clarified, Repeated, or Read Aloud (N=15), and Read Aloud/Human Reader (N=14). For EL educators, the top three for all students served were Frequent Breaks (N=17), Directions Clarified, Repeated, or Read Aloud (N=16), and Scratch Paper (N=15).

Table 7. Universal Features for Instruction

Supports	General Educator Mentions for:		Special Educator Mentions for:		EL Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	ELs	All Served
Adaptive Equipment and Furniture	0	1	3	4	0	1
Alternate Location	1	5	8	11	3	8
Amplification, Audio	0	1	4	6	1	2
Answer Masking	0	0	3	5	1	1
ASL	0	0	2	2	0	0
Bookmarking	0	0	1	5	2	5
Calculation Devices, Tables	0	0	2	2	4	8
Closed Captioning	0	0	1	1	0	1
Cross-Off	0	0	0	0	1	3
Directions Clarified or Repeated, Read Aloud	1	4	8	15	7	16
Eliminate Answers Choices	0	0	4	12	4	11

Table 7. Universal Features for Instruction (continued)

Supports	General Educator Mentions for:		Special Educator Mentions for:		EL Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	ELs	All Served
Extra Time	1	2	4	6	1	1
Flagging	0	0	0	0	1	2
Frequent Breaks	1	4	10	13	7	17
Glossary	0	1	3	5	3	9
Google Docs	0	1	0	1	1	1
Graphic Organizer	1	2	1	2	2	4
Headphones, Noise Buffers	0	2	5	6	0	1
Highlighter	1	5	1	1	0	1
Magnification Tools	0	1	7	16	8	14
Pencil Grips, Larger Pencils	1	1	1	1	1	3
Linereader	0	0	5	8	3	11
Magnification Tools	0	0	5	6	2	4
Mark for Review	0	0	0	0	1	2
Math Tools	0	0	0	0	2	4
Measuring Tools	0	0	1	1	2	4
Notepad	0	0	2	2	1	4
Paper Version	0	0	3	4	0	0
Read Aloud/ Human Reader	1	4	11	14	3	8
Redirect Student to Test	2	5	6	9	2	6
Reduce Distractions	1	1	2	2	0	0
Review Page	0	0	0	0	2	3
Scratch Paper	1	4	8	13	6	15
Screen Reader	0	0	1	2	0	0
Scribe	0	0	2	2	0	0
Small Group	2	5	7	10	2	7
Special Seating	1	1	0	2	0	0
Spell Check	0	1	3	5	2	6
Sticky Notes	0	0	0	0	5	8
Students Read Aloud to Self	1	4	3	6	2	7
Teacher Helps	0	0	0	2	0	1
Text to Speech	1	5	5	6	1	3

Table 7. Universal Features for Instruction (continued)

Supports	General Educator Mentions for:		Special Educator Mentions for:		EL Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	ELs	All Served
Translator (Human), Google Translate	0	2	5	6	0	1
Visual Cues	0	0	2	2	0	1

Noticeable differences between the supports special educators used for all students served versus the supports they used for students in special education included: Directions Clarified, Repeated, or Read Aloud, Magnification Tools, and Scratch Paper. For EL educators, all of the top reported supports were used more often with all students than for ELs specifically, showing that these features are used more broadly than for one student population.

Some supports were reported by one category of educator and not others. Special education teachers were the only ones to report using ASL, Paper Version, Screen Reader, and Scribe. EL educators were the only ones to report using Cross-off, Flagging, Mark for Review, Math Tools, Review Page, and Sticky Notes.

Table 8 presents the designated features that educators in the three professional groups (general educator, special educator, and EL educator) identified for students for classroom instruction. This table shows that there were no top three supports mentioned by general educators, special educators, and EL educators, with low numbers of supports identified overall. Special educators identified Color Contrast (N=2) as being used slightly more often, and English educators reported Scribe (N=3) as being used slightly more often. No general educator data are reported due to general educators coming from states without designated features as a category.

Table 8. Designated Features for Instruction

Supports	General Educator Mentions for:		Special Educator Mentions for:		EL Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	ELs	All Served
Color Contrast	0	0	2	2	0	1
Magnification	0	0	1	1	2	2
Read Aloud	0	0	1	1	0	1
Scribe	0	0	1	1	0	3
Text to Speech	0	0	1	1	0	1

Table 9 presents the most frequently mentioned accommodations that educators in the three professional groups (general educator, special educator, and EL educator) identified for students for classroom instruction. This table shows that the top three accommodations given to all students by general educators were Extended Time (N=7), Monitor Test Response (N=5), Assistive Technology, Augmentative Communication System, Switches (N=3), Calculation Device/Table (N=3), and Read Aloud/Human Reader (N=3). The top three mentions by special educators for all students were Extended Time (N=22), Read Aloud/Human Reader (N=15), and Calculation Device/Table (N=13). The top three mentions for EL educators for all students served were Calculation Device/Table and Read Aloud/Human Reader (N=11 each), and Extended Time (N=9).

Table 9. Accommodations for Instruction

Supports	General Educator Mentions for:		Special Educator Mentions for:		English Learner Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	English Learners	All Served
Alternate Response Option	0	0	1	1	1	2
Alternate Setting	0	0	3	3	1	1
Assistive Technology, Augmentative Communication System, Switches	0	3	6	8	0	0
Calculation Device/Table	1	3	11	13	3	11
Closed Captioning	0	0	4	5	2	4
Dictionary	0	0	0	3	0	0
Directions Read in Native Language, Repeated, Clarified	0	0	0	0	1	2
Directions Read Aloud, Reread, Clarified	0	1	4	9	0	0
English Audio Online	0	0	1	2	0	0
Extended Time	3	7	13	22	5	9
Flexible Scheduling	0	0	0	1	1	1
Frequent Breaks	0	0	2	2	0	1
Google Translate, Translator	0	0	0	1	1	1
Human Signer	0	0	3	3	0	0
Large Print	0	1	4	6	0	2
Listening Scripts	0	0	0	0	2	3
Monitor Test Response	2	5	6	11	1	3
Paper Version, Paper Response Booklet, Write on Test	0	1	3	3	1	1

Table 9. Accommodations for Instruction (continued)

Supports	General Educator Mentions for:		Special Educator Mentions for:		English Learner Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	English Learners	All Served
Read Aloud/ Human Reader	1	3	12	15	6	11
Reduce Distractions	0	0	4	4	1	2
Repeat or Restate Questions	0	0	0	1	0	1
Scribe	0	1	7	8	0	2
Small Group	0	0	2	2	1	1
Spanish Version of Test	0	0	0	1	2	3
Speech to Text	0	0	1	1	1	2
Student Reads Aloud to Self	0	0	1	1	0	1
Text to Speech	0	1	4	6	3	8
Visual Cues	0	0	2	2	0	1
Word to Word Dictionary	0	1	1	4	4	6

No educator group reported using an accommodation much more with their primary population than with all students. However, some educator groups reported using accommodations that other teacher types did not. For example, special educators were the only educator type to report using Dictionary, English Audio Online, and Human Signer. Likewise, EL educators were the only educator type to report using Directions Repeated, Clarified, or Read Aloud in Native Language and Listening Scripts.

Table 10 presents the most frequently mentioned universal features that educators in the professional groups (general educator, special educator, and EL educator) identified for students for classroom assessment. This table shows that the top three accommodations given to all students by general educators were Directions Clarified, Repeated, or Read Aloud (N=5), Read Aloud/ Human Reader (N=5), and Redirect Student to Test (N=5). For special educators, the top three for all students were Magnification Tools (N=15), Read Aloud/Human Reader (N=14), and Scratch Paper (N=14). For EL educators, the top three for all students served were Sratch Paper (N=17), Directions Clarified, Repeated, or Read Aloud (N=14), and Magnification Tools (N=12).

Table 10. Universal Features for Assessment

Supports	General Education Educator Mentions for:		Special Educator Mentions for:		English Learner Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	ELs	All Served
Adaptive Equipment and Furniture	0	0	3	5	0	3
Alternate Location	1	3	8	10	2	9
Amplification, Audio	0	1	4	5	0	1
Answer Masking	0	0	3	4	0	0
ASL	0	0	2	2	0	0
Bookmarking	0	0	1	5	2	6
Calculation Devices, Tables	0	0	2	2	3	6
Closed Captioning	0	0	1	1	0	1
Cross-Off	0	0	0	0	2	3
Directions Clarified or Repeated, Read Aloud	1	5	7	13	6	14
Eliminate Answers Choices	0	0	6	13	3	10
Extra Time	1	2	4	6	1	1
Flagging	0	0	0	0	1	2
Frequent Breaks	1	3	10	13	6	11
Glossary	0	1	3	5	2	5
Google Docs	0	1	0	1	1	2
Graphic Organizer	1	2	1	10	2	3
Headphones, Noise Buffers	0	2	5	7	1	2
Highlighter	0	2	1	1	1	2
Magnification Tools	0	1	7	15	7	12
Pencil Grips, Larger Pencils	1	1	1	1	0	0
Linereader	0	0	5	8	2	7
Magnification Tools	0	0	5	6	2	3
Mark for Review	0	0	0	0	1	2
Measuring Tools	0	0	1	1	2	4
Notepad	0	0	1	1	1	5
Paper Version	0	0	5	6	0	0
Read Aloud/Human Reader	1	5	11	14	2	4

Table 10. Universal Features for Assessment (continued)

Supports	General Education Educator Mentions for:		Special Educator Mentions for:		English Learner Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	ELs	All Served
Redirect Student to Test	2	5	7	9	1	6
Reduce Distractions	1	1	2	2	0	0
Review Page	0	0	0	0	2	3
Scratch Paper	0	2	8	14	7	17
Scribe	0	0	2	2	0	0
Small Group	1	2	6	8	0	2
Special Seating	1	1	2	3	0	0
Spell Check	0	1	3	5	1	2
Sticky Notes	0	0	0	0	4	6
Students Read Aloud to Self	1	3	3	5	1	6
Text to Speech	0	3	5	6	1	5
Translator (Human), Google Translate	0	0	5	7	0	2
Visual Cues	0	0	2	4	0	0

As for other support categories, no educator reported using an accommodation more for their primary student population than for all students. However, some educator types reported using accommodations that other educators did not report using. For example, special educators were the only educator type to report using Answer Masking, ASL, Paper Version, Reduce Distractions, Scribe, and Visual Cues. EL educators were the only educator type to report using Cross-Off, Flagging, Mark for Review, Review Page, and Sticky Notes.

Table 11 presents the most frequently mentioned designated features that educators in the professional groups (general educator, special educator, and EL educator) identified for students for classroom assessment. This table shows that there were no top three designated features mentioned for special educators. Special educators only mentioned Color Contrast slightly more than other designated features (N=2). For EL educators, Alternate Setting (N=6) and Read Aloud (N=5) were mentioned most often for all students served. This was generally the same as EL educator mentions for use only with ELs. No general educator data are reported because the general educators were from states without designated features as a category.

Table 11. Designated Features for Assessment

Supports	General Educator Mentions for:		Special Educator Mentions for:		EL Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	ELs	All Served
Alternate Setting	0	0	1	1	5	6
Color Contrast	0	0	2	2	3	4
Magnification	0	0	1	1	2	2
Masking	0	0	1	1	3	3
Noise Buffer	0	0	1	1	3	3
Read Aloud	0	0	1	1	4	5
Scribe	0	0	1	1	0	3
Text to Speech	0	0	1	1	0	1

Table 12 presents the most frequently mentioned accommodations that educators in the professional groups (general educator, special educator, and EL educator) identified for students for classroom assessment. This table shows that the top two mentions by general educators for all students were Extended Time (N=6) and Monitor Test Response (N=5). Special educators had the same top two mentions but with one fewer teacher for each of the two accommodations. EL educators' top three accommodations for all students were Calculation Device/Table (N=11), Read Aloud/Human Reader (N=11), and Extended Time (N=9).

Table 12. Accommodations for Assessment

Supports	General Educator Mentions for:		Special Educator Mentions for:		English Learner Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	ELs	All Served
Alternate Response Option	0	0	0	0	1	2
Assistive Technology, Augmentative Communication System, Switches	0	3	2	2	0	0
Calculation Device/Table	1	3	2	3	3	11
Closed Captioning	0	0	0	0	2	4
Directions Read in Native Language, Repeated, Clarified	0	0	0	0	1	2
Extended Time	2	6	3	5	5	9

Table 12. Accommodations for Assessment (continued)

Supports	General Educator Mentions for:		Special Educator Mentions for:		English Learner Educator Mentions for:	
	General Education Students	All Served	Students with Disabilities	All Served	ELs	All Served
Frequent Breaks	0	1	1	1	0	0
Large Print	0	1	1	1	0	2
Listening Scripts	0	0	0	0	1	2
Monitor Test Response	2	5	2	4	1	3
Paper Version, Paper Response Booklet, Write on Test	0	1	1	1	1	1
Read Aloud/ Human Reader	1	3	2	3	6	11
Scribe	0	1	1	1	1	3
Spanish Version of Test	0	0	0	0	2	3
Speech to Text	0	0	0	0	1	2
Text to Speech	0	1	1	1	3	8
Word to Word Dictionary	0	1	0	0	4	4

The EL educators mentioned accommodations that the other two educator types did not. These were Alternate Response Option, Closed Captioning, Directions Clarified, Repeated, or Read Aloud in Native Language, Listening Scripts, Spanish Version, and Speech to Text.

Consistency of Accessibility Features and Accommodations Identified by Educators with State Policies

Table 13 provides an overall summary of the extent to which educators reported using universal features, designated features, or accommodations in instruction or classroom tests consistent with their states' assessment policies and whether their use of the categories (universal features, designated features, and accommodations) were consistent with those policies. Most educators (n=27) mentioned using supports not included in their states' assessment policies. Furthermore, they used the category labels in a different way from their states' assessment policies. Four educators used supports consistent with their states' policies, but used category labels inconsistent with those policies. Only three educators were completely consistent with their states' assessment policies when identifying supports for instruction and classroom tests.

Table 13. Consistency in Supports and Categories Used with State Policies

Consistency Categories	Number of Educators
All Supports Inside Policy with Correct Category Usage Per State Policy	3
All Supports Inside Policy with Inconsistent Category Usage Per State Policy	4
Some Supports Outside Policy with Inconsistent Category Usage Per State Policy	27

Table 14 shows the total number of educators who reported using universal features, designated features, and accommodations that were inconsistent with state policies. Most frequently, educators used universal features and accommodations for both instruction and classroom tests that were inconsistent with state policy. Few educators used universal features and accommodations for instruction or assessment only. Educators tended to be inconsistent for both instruction and classroom assessments in reported use of universal features (N=16) and accommodations (N=18). All educators who had policy inconsistencies (see Table 13) had at least one for an accommodation response as shown in this table compared to Table 14. No educator reported using supports with students on classroom tests that were not allowed in state policy for state-level assessments.

Table 14. Educators Reporting Supports Inconsistent with State Assessment Policy

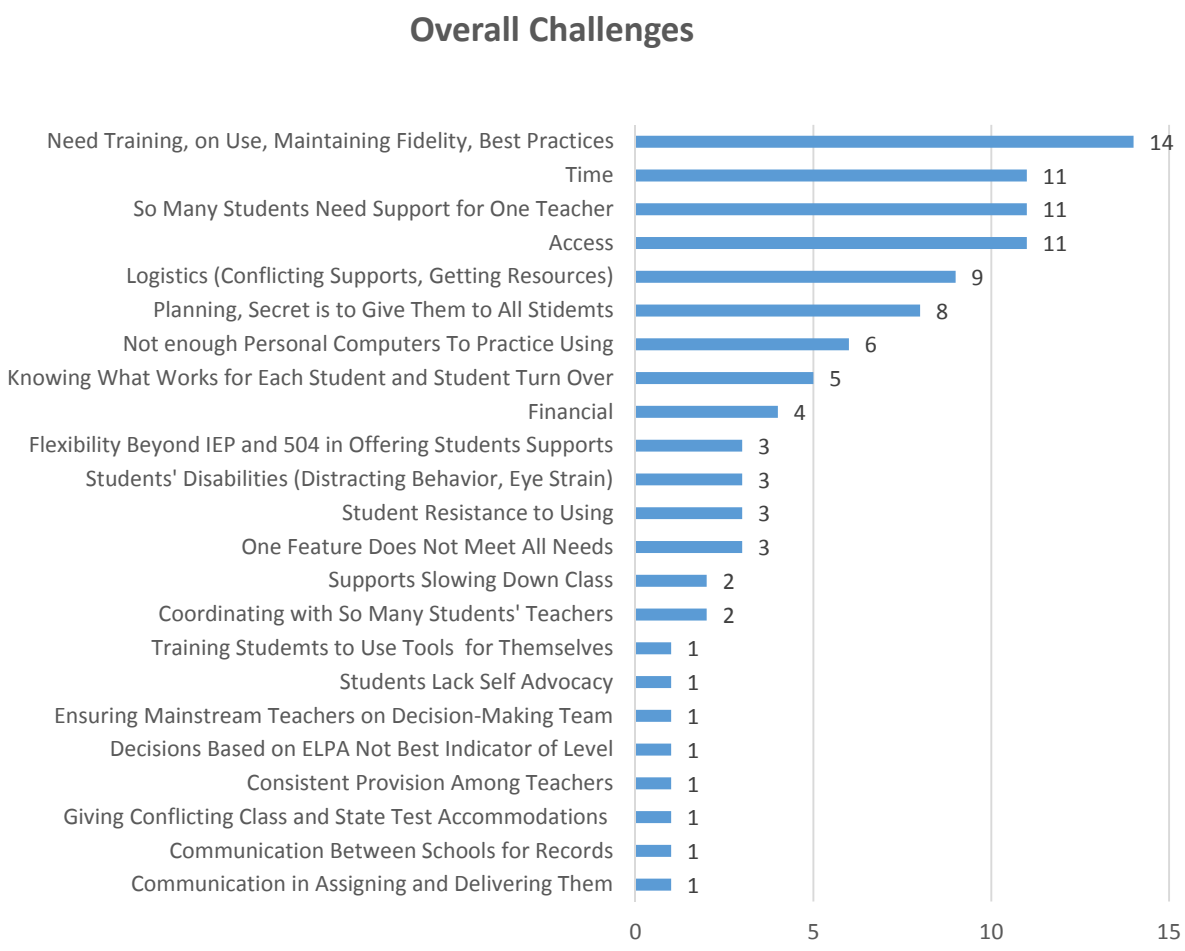
Support Category	Inconsistent with State Policy for Instruction Only	Inconsistent with State Policy for Assessment Only	Inconsistent with State Policy for Instruction and Assessment
Universal Features	4	3	16
Designated Features	0	0	7
Accommodations	8	1	18

Challenges Reported by Educators for Use of Accessibility Features and Accommodations in Instruction and Classroom Tests

Educators reported challenges in using accessibility features and accommodations. Figure 1 shows the top challenges identified overall, regardless of educator professional group or the student group served.

The most frequent theme (N=14) among the challenges mentioned was the need for training on use of supports, maintaining fidelity, and best practices. The next most common themes all had the same number of mentions and included access (N=11), so many students needing support for one teacher (N=11), and time (N=11). No educator specifically mentioned challenges for classroom instruction, but one educator did comment specifically on assessment, indicating that supports do not help with large-scale assessments.

Figure 1. Challenges Reported by Educators for Use of Accessibility Features and Accommodations in Instruction and Classroom Tests Policies Across Cohorts



Across Cohort Results

In this section, we provide the merged totals for educators in this cohort of telephone interviews with those in the previous cohort (Albus et al., 2018). Twenty-eight of the 74 educators who participated in both phases of the telephone interviews tried to differentiate between accessibility features and accommodations (see Table 15). Three approaches were common across both cohorts: Built into Assessment Technology, Context of Use (Instruction or Assessment), and Student Population.

Table 15. Approaches Used to Differentiate Accessibility Features and Accommodations by Educator Role (N=28)

Approaches	General Educator	Special Educator	EL Educator	Mixed Population Served (Sped Ed & EL)
Built into Assessment Technology	0 (0%)	5 (7%)	1 (1%)	1 (1%)
Context of Use	1 (1%)	1 (1%)	1 (1%)	1 (1%)
Number of Students Who Use	0(0%)	1 (1%)	0 (0%)	0 (0%)
Original Presentation vs. Additional Tool or Something Teacher Does or Implements	1 (1%)	3 (4%)	3 (4%)	0 (0%)
Student Population Using	2 (3%)	5 (7%)	1 (1%)	1 (1%)

Table 16 shows the top supports mentioned across the cohorts. The merged cohorts showed the following as the highest mentioned supports with 95 or more mentions: Text to Speech/Read Aloud/Human Reader, Extra Time, Calculator, and Highlighter. Other top mentioned supports with 58 or fewer mentions were Scribe; Directions Clarified, Repeated, or Read Aloud; Scratch Paper; and Frequent Breaks.

Table 16. Overall Top Supports Merged Cohorts

Supports in Top Five	Merged Cohort Totals
Text to Speech/Read Aloud/Human Reader	213
Extra Time	142
Calculator	97
Highlighter	95
Scribe	58
Directions Clarified, Repeated, or Read Aloud	55
Scratch Paper	44
Frequent Breaks	39

Table 17 shows the number of educators who reported using supports in instruction and assessment that were different from their state's assessment policies, by support type. A smaller number of educators came from states that used the designated features category, so this influences the lower numbers in that support type overall. The merged totals show that there was slightly more inconsistent use of universal features than other support types. Also, of all 74 participants across cohorts, there were three educators who volunteered additional information about using supports on state assessments inconsistent with state assessment policy. This question was not in the question protocol.

Table 17. Number of Educators Reporting Support Use Different from State Assessment Policies Across Cohorts

Support Type	Merged Total (N=74)
Universal Features	31
Designated features	9
Accommodations	27

Table 18 shows that the top overall challenges reported by educators across cohorts, presented by total frequency, were challenges related to class size and the difficulty of one teacher providing accommodations to so many students. The second top challenge was a theme encompassing availability, logistics, and access. The third concern was a lack of knowledge about providing accommodations and the need for professional development.

Table 18. Top Three Overall Challenges by Cohort

Top Three Challenges Overall	Merged Totals
Class Size Too Big, Student Teacher Ratio for Providing Accommodations	67
Availability/Logistics, Access	61
Need Professional Development	56

Table 19 shows top challenges that some educators reported specific to instruction or assessment across merged cohorts. Educators mentioned several challenges specific to instruction such as caseload, time/scheduling issues with other staff, not having enough trained staff, and so on. For assessment, educators mentioned similar concerns to instruction, such as confidentiality, motivation on computer tests, test design, translation needs, and supports not helping students on state tests.

Table 19. Top Challenges Specific to Instruction and Assessment Across Cohorts

Context of Challenge	Merged Cohorts Concerns
Instruction	Caseload Consideration in lesson planning Inclusion setting Not enough trained staff Student ability discrepancy, Time/scheduling time with other staff,

Table 19. Top Challenges Specific to Instruction and Assessment Across Cohorts (continued)

Context of Challenge	Merged Cohorts Concerns
Assessment	Availability Confidentiality Motivation on computer tests Not enough staff Supports allowed do not help students on largescale state assessments Test design Time Translation needs Varied student abilities

Summary

In this study's cohort of 34 educators, 14 differentiated between accessibility features and accommodations. They did so in the following ways: context of use (i.e., instruction vs. assessment); built into technology; number of students who use; original presentation vs. being an added tool or something a teacher does; and population of students using (i.e., accommodations for students with IEP). The three differentiation strategies in common across the two cohorts of educators were the use of context, whether a support was built into technology, and population that uses.

For the second cohort of 34 educators, the overall most frequently mentioned supports (across universal features, designated features and accommodations) were: Read Aloud (N=62), Directions Clarified, Repeated, or Read Aloud (N=48), Extra Time (N=46), Frequent Breaks (N=9), and Scratch Paper (N=38). Across the two cohorts, the top mentioned supports with 95 or more mentions were: Text to Speech/Read Aloud/Human Reader (N=213), Extra Time (N=142), Calculator (N=97), and Highlighter (N=95). Other top mentioned supports with 58 or fewer mentions were Scribe (N=58); Directions Clarified, Repeated, or Read Aloud (N=55); Frequent Breaks (N=44); and Scratch Paper (N=39).

Educators in both cohorts gave responses of using supports inconsistent with their state assessment policy. The merged totals show that there was slightly more inconsistent use of universal features than designated features or accommodations. Fewer participants came from states with designated features, so the total number in that category was understandably lower. Also, of all 74 participants across cohorts, there were three educators who voluntarily reported using supports on state assessments inconsistent with state assessment policy, even though this question was asked of participants.

In the second cohort, which was the primary focus of this report, the most frequently mentioned challenge in using accessibility features and accommodations for educators was the need for

training (N=14). Tied for second with 11 educators each were access, time, and so many students to accommodate for one teacher. Close after that was logistics, which was mentioned by nine educators. The top concerns identified across merged cohorts were challenges related to class size and the difficulty of one teacher providing accommodations to so many students, followed by the theme of availability, logistics, and access. The third concern was a lack of knowledge about providing accommodations and the need for professional development.

The combined results of the two sets of phone interviews with educators have several potential implications for the field and for professional development. As evidenced by the findings, there remains a need for:

- Training and professional development on accessibility features and accommodations across educators of all background types, for all student populations, including ELs with disabilities.
- Educators to be able to distinguish their state's accessibility features and accommodations available for statewide assessments, and how accessibility features and accommodations apply to their classroom instruction and classroom tests for all populations they serve.
- Training to help educators evaluate the appropriateness of using accessibility features and accommodations that are inconsistent with state assessment policies, and how best to balance the benefits versus the unintended consequences.
- Professional development to address educators' top reported challenges overall, and for instruction and classroom tests specifically.
- Training that provides guidance about the accessibility features and accommodations to use with students while at the same time mitigating the challenges identified by educators, including those identified by the least number of educators (e.g., certain decisions being systematized at district level, challenges linked to unique local contexts such as financial constraints and considerable linguistic diversity, and the perception of stigma in using accommodations observed among students or assumed by staff).

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Langley, J., & Olsen, K. (2003). *Training district and state personnel on accommodations: A study of state practices, challenges and resources.* Washington, DC: Council of Chief State School Officers.

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Appendix A

DIAMOND PROJECT: Phone and In-Person Interviews

The DIAMOND Project

The Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project is a collaboration between Alabama, Connecticut, Maryland, Michigan, Minnesota, Ohio, West Virginia, Wisconsin, and the Virgin Islands and the National Center on Educational Outcomes (NCEO) at the University of Minnesota. The project's goal is to help educators make informed decisions about accessibility features and accommodations for students with documented needs.

All students who require accessibility and accommodations supports – students with disabilities, English learners (ELs), ELs with disabilities, and students who do fall under any of these labels – will be served by this project. The data that are collected may help state departments of education train teachers about how to choose appropriate accessibility features and accommodations for students, and may improve educational outcomes for students as a result.

For more information about the DIAMOND project, visit https://nceo.info/About/projects/nceoprojects/diamond

This Study

In this study, DIAMOND project staff will interview teachers and students to get a better understanding of how they select and use accessibility features and accommodations during instruction. If you currently have at least one student who uses an accessibility feature or accommodation, we would love to work with you. There will be three steps to participating in the study:

- First, we will **conduct a phone interview** with you about the accessibility features and accommodations that your students use. This interview will last around 45 minutes. You will be given a $50 gift card as compensation.
- Second, we will work with you to **obtain school and parent consent** to speak with one of your students who uses an accessibility feature or accommodation.
- Third, we will schedule a time to **visit your school** to meet with you and your student. We will gather background information about the student during an interview with you. In compensation for this interview, which will last around 30 minutes, you will receive a $50 gift card.

We will then observe as your student performs an academic task using the accessibility feature or accommodation. We will also ask your student about his or her experiences and preferences regarding the accessibility feature or accommodation. Your student will spend around 45 minutes in the demonstration and will receive a $25 gift card.

Confidentiality

The records of this study will be kept private. In any report that we might publish, we will not include any information that would make it possible to identify teachers or students. Research records will be stored securely and only researchers will have access to them. This study will end in September 2018.

Contacts and Questions

If you are interested in participating, contact [name removed] by email at [email removed]. [Name removed] is a graduate research assistant at the National Center on Educational Outcomes at the University of Minnesota.

If you have any questions or concerns about this study and would like to talk to someone other than the researchers, contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware Street, SE, Minneapolis, MN 55455 (612-625-1650).

Appendix B

DIAMOND PROJECT: Teacher Phone Interviews

Teacher Consent Form

Overview of Study

Thank you for your interest in this study that explores the accessibility features and accommodations that students use in the classroom and during assessments. This research study is part of the larger Data Informed Accessibility - Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is grant project awarded to a group of nine states (AL, CT, MD, MI, MN, OH, WI, WV, VI) along with the National Center on Educational Outcomes.

You were identified for possible participation in this study because you are a teacher in one of the participating states and you have indicated that you use accessibility features or accommodations with students during classroom instruction. Please read the information in this form and ask any questions you may have before agreeing to be in the study. If you have any questions that you would prefer to discuss with someone other than the researcher, please call the University of Minnesota Research Subjects Advocate Line at 612-625-1650.

Purpose of Study

This study is being conducted by researchers from the National Center on Educational Outcomes at the University of Minnesota. The results of this study will help policymakers better understand how teachers make accessibility and accommodations decisions for students, as well as providing information about what students use and what preferences they have. The data that are collected may help state departments of education train teachers on choosing appropriate accessibility features and accommodations for students, and may improve student test scores as a result.

Procedures

Participating in this study involves (a) confirming that you have at least one student for whom you use accessibility features or accommodations during classroom instruction, and (b) agreeing to set up a non-instructional time to participate in a phone interview for 30-45 minutes. The purpose of the interview is to provide information on current practices in choosing and assigning accessibility features and accommodations in the classroom, as well as any barriers to selecting and implementing these options. The interview may be recorded so that researchers can listen to the conversation again while analyzing the information. We will ask you for your permission to turn on the tape recorder during the interview.

Risks and Benefits of Being in the Study

There is no foreseeable risk associated with your participation in this research.

There is no direct benefit to you or your students for participation in the study. Your interview responses from study will be used to improve accessibility and accommodations policies and procedures on state assessments.

Compensation

We will provide a $50 gift card to you after completing the interview.

Confidentiality

The records of this study will be kept private. In any report that we might publish, we will not include any information that will make it possible to identify you or your student. Research records will be stored securely and only researchers will have access to them. This study will end in September 2018.

Voluntary Nature of the Study

Participation in this study is voluntary. Your decision about participation will not affect your current or future relations with the University of Minnesota, or your state, school district, or school. If you agree to participate, you may withdraw at any time without affecting those relationships.

Contacts and Questions

The researcher conducting this study is [Name Removed]. You may ask her questions by calling ([Phone Number Removed]) or emailing ([Email Removed]). If you have questions later, **you are encouraged** to contact her. [name removed] is located at the National Center on Educational Outcomes at the University of Minnesota in Minneapolis, Minnesota.

If you have any questions or concerns about this study and would like to talk to someone other than the researchers, **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware Street, SE, Minneapolis, MN 55455 (612-625-1650).

Statement of Consent:

Your signature below indicates that you have read this form, had an opportunity to ask any questions about your participation in this research, and voluntarily consent to participate.

Name (please print): _____

Signature: _____Date: _____

Appendix C

Teacher Interviews by Phone

Estimated Time: Approximately 45 min.

Step 1: Introduction

"Hi there! This is _____ from the National Center on Educational Outcomes (NCEO). As I explained in my email, NCEO is working on a project called Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND), which is a partnership with nine states, including _____. The purpose of the DIAMOND project is to create guidelines for teachers to use accessibility features and accommodations more effectively and confidently. This part of the research will help us identify which accessibility features and accommodations teachers are using with their students and why.

"Thank you for your participation.

"Do you have any questions before we start?"

Step 2: Interview Questions

1. Could you briefly describe your current school position? What grades and subject areas do you teach?

2. Tell me about the students you teach this year.

3. What do the terms accessibility features and accommodations mean to you?

4. Now we're going to look at the different groups of accessibility features and accommodations in your state's **content assessment manual**. I'm going to ask you how you use these accommodations and accessibility features in your classroom.

    a. Look at [*document & page number*]. I'm going to ask you about **universal features** that you have and have not commonly used with students in your classroom over the past few years.

        i. Which of these universal features have you used most often with **ELs** during instruction? On classroom tests?

ii. Which of these universal features have you used most often for **students with disabilities** during instruction? On classroom tests?

iii. Which of these universal features have you used most often with **general education students** during instruction? On classroom tests?

iv. What factors influence your decision about the universal features to use with students in your classroom?

v. Are there any universal features that you do not use with students? Why?

b. Turn to page [*document & page number*]. I'm going to ask you some questions about **designated features** that you have and have not commonly used in your classroom over the past few years. [*Ask this only in states that have designated features.*]

i. Which designated features have you used most often with **ELs** during instruction? On classroom tests?

ii. Which designated features have you used most often for **students with disabilities** during instruction? On classroom tests?

iii. Which designated features have you used most often for **general education** students during instruction? On classroom tests?

iv. What factors influence your decision about the designated features to use with students in your classroom?

v. Are there any designated features that you do not use with students? Why?

c. Turn to page [*document & page number*]. I'm going to ask you about the **accommodations** that you have and have not commonly used in your classroom over the past few years.

i. Which accommodations have you used most often with **ELs** during instruction? On classroom tests?

ii. Which accommodations have you used most often with **students with disabilities** during instruction? On classroom tests?

iii. Which accommodations have you used most often with **general education** students during instruction? On classroom tests?

iv. What factors influence your decision about the accommodations to use with students in your classroom?

v. Are there any accommodations that you do not use with students? Why?

d. Are there any other universal, accessibility, or accommodations that you use in your classroom that are not in your state's accessibility and accommodations manual for the content assessment?

5. Next, we're going to look at the different groups of accessibility features and accommodations in your state's **English proficiency assessment manual**. I'm going to ask you how you use these accommodations and accessibility features for any English learners in your classroom. [Ask this only if relevant to state.]

   a. Which of these **universal features** have you used most often with ELs during instruction? On classroom tests?

   b. Which of these **designated features** have you used most often with ELs during instruction? On classroom tests?

   c. Which of these **accommodations** have you used most often with ELs during instruction? On classroom tests?

   d. Are there any universal features, designated features or accommodations that you don't use? Why?

6. Now think about the students you are teaching this year. If I sat in on your class(es), which accessibility features (universal features, designated features) and accommodations would I see your students using?

   a. Which students are using them?

   b. What types of classroom activities are they participating in when they use accessibility features and accommodations?

   c. How did you decide which accessibility features and accommodations to use for these students?

7. What do you think are the biggest challenges for teachers who are using accessibility features and accommodations during instruction or on classroom tests?

8. Later this spring we would like to visit the classrooms of a few teachers who have participated in this interview so that we can talk to students who are using accessibility features

and accommodations. When we meet with students we would also like to briefly talk to their teachers to find out how those accessibility features and accommodations are working for that particular student. Would you be interested in taking part in these classroom visits along with one of your students?

9. Is there anything else you'd like to say about the topic of accessibility features and accommodations?

Step 3: Closing

"Thanks so much for participating in this research. You've given us a lot of great information. We hope that you will complete the short online survey that we will send to you after this call. It is about what you would like to see in professional development on accessibility and accommodations. We'll mail you a [fifty-dollar gift card] as a thank-you for your time."

Appendix D

Educator Definitions

Cohort 2: Special Education Teachers' Definitions

Allow access to individuals with disabilities primarily from physiological standpoint
Accessibility features- elements built into software or digital equipment that allow it to be used by people with disabilities. Accommodations- strategies or policies developed by IEP teams or 504 committees to make the curriculum accessible to students with disabilities.
AF- making an assessment accessible to students to show their knowledge Accommodations- similar- i.e. for hearing impaired- provide tools to make it more accessible
Steps that teachers need to take so that students have access or better understand material that she is giving them
PARCC - items that all students can have make the test more accessible to them Accommodations - any sort of modification to the assessment so that ss with disabilities can show their abilities
Any tool or service that helps the student access the curriculum or testing information
Things that a student needs to help them access the curriculum or to aid them on assessment They vary - some ss just need a little extra time, some require a reader Accessibility features for more ss than accommodations - e.g. highlighter Accommodations are for fewer students
Accessibility features - features that make curriculum accessible to all students Accommodations - what teachers implement so that students will be successful with grade-level curriculum

Accessibility features- anyone can have them Accommodations- what we do to provide them the same opportunity- something special to them.
Accessibility features- how we are allowing the children to meet success in the classroom- access learning, or providing physical accessibility- leveling the playing field- across all areas of the classroom Accommodations- areas that we can accommodate to help meet that accessibility- repetition of directions, preferential seating, etc.
Accommodations- mean things that are able to make things accessible for all students and all people to best engage them. Accommodations involve presentation/response/scheduling/studying/timing Accessibility- how to access and what ways methods can be used to best garner a response or be able to understand what's being asked in order to respond.
Features of software or testing that– assist my kids to access instructional material or testing.
Accessibility features- If you have a water fountain- there are usually two next to each other- one higher, one lower so students in a wheel chair can use the lower one- Accessibility – everyone needs access. Accountability- in the IEP- i.e. if students are illiterate they need support such as having text read to them. Whatever they need to perform.
Accessibility features – students' ability to be able to do assessments online Accommodations - make tests accessible to students without influencing whether or no they pick the right answer
The participant gave examples of accessibility features and accommodations: • Closed captioning • Educational videos • FM systems • Copies of notes • Study guides • Having access to resource teacher • Having materials read or signed to them

The participant gave examples of accessibility features and accommodations: • Large print, cctv for visually impaired student • State department of education used to require small groups as accommodations - now available to everyone, not just students with IEPs • Read aloud as an accommodation • Homebound paper test
Some examples of accommodations are shortening of assignments, reducing answer choices, reading aloud, or retaking tests and using the average grade. Some examples of accessibility features are extended time, modified test, and scribed test. The goal of accessibility features and accommodations is to make students be successful inside of general education classroom. The students do the same assignment, but are not held to higher standards. For example, everyone else in a general education class might have to do 20 problems, while her special education students would have to do five as long as they show that they have mastered the concepts.
Accommodations are supports that we provide students so they can show what they know Accessibility features - way that we make curriculum accessible to students

Cohort 2: English Learner Teachers' Definitions

Students who learn differently or have disabilities or are developing English language skills are still able to understand grade-level content as much as possible without modification Gives them targeted, specific assistance with comprehension or demonstration of learning
Accessibility features- way to enhance the way the information is presented to student to eliminate the barriers- ie. Size of font, way they perceive the information. Access is being able to "get it"- Accommodations are having the tools to access more of the content.
In context of ELs, bridges to help students to be able to perform their best on exams despite language barriers. E.g. extended time for ELs - helps them understand what test questions are asking Helping students perform despite barriers

Accommodations are changes in way that we instruct and assess students to send comprehensible messages. It makes whatever she is teaching more accessible to ELs, even with the language barrier. Accessibility features are things within a text or exam that make content accessible to students.
Making sure that access to the test is equitable for everyone Making sure that students can show what they know without any kind of limitations
It means supports that we can provide students in order to help them participate
Accessibility features all students have access to Accommodations for students with IEPs or 504 plans
Accessibility - things that are in place for the students - what's there for the consideration of students Accommodations - what are things that teachers can do to make things more accessible-
Accessibility and accommodations - making the test more accessible to all students regardless of language ability. Accessibility features for all students, not just those with IEPs, help level the playing field for all students. Especially reiterated in WI manual - because for all students.
Accommodations, modifications or strategies so that students of all backgrounds and ability levels have a fair chance to demonstrate their knowledge.

Cohort 2: General Education Teachers' Definitions

Accessibility - how students are presented with materials Accommodations - supplemental aids that are given to students to help them meet their goals and be successful in the classroom
How to support students so that they are able to achieve what is taught in the class This might require enlarged text, frequent breaks, graphic organizers, visual aids, chunking, etc.
Accessibility features - things that any student can get Accommodations - need IEP or 504 to get them

Cohort 2: Mixed Professional Role Teachers' Definitions

Accessibility features - online testing that is the way we are translating IEP or 504 accommodations to computers Accommodations - how we make sure that ss have all the tools they need to access educational materials Think about them usually in formalized IEP or 504 plans, but there are also less formal accommodations to allow students to access content
Accessibility features - things people should have access to, such as technology, notes, modified lesson plans Accommodations - accommodating ss abilities to complete the lesson given their circumstances
Accommodations - small group work, one-on-one attention, read aloud, scribe, rea directions multiple times, preferential seating, modifying amount or difficulty of work they have to do, manipulatives EL students - not much pull-out anymore

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