

# Improving Decision-Making for Educators of English Learners: Using Online Learning Modules to Promote Accessibility & Accommodations Use in Instruction & Assessment

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## Introduction

### English Learners (ELs):

- ELs are doing double work: Developing proficiency in English and acquiring grade-level content
- They may need individualized accessibility supports, e.g., bilingual dictionary, to **access** instruction and accommodations in grade-level content.
- When supports are used appropriately, assessments demonstrate stronger reliability and validity evidence.
- Understanding available supports and aligning them to assessment accommodations can be challenging for teachers.

### Effective Professional Development (PD):

- Emphasizes specific content
- Encourages active participation
- Models effective practice (e.g., lesson plans, case studies)
- Offers feedback
- Provides adequate time to learn, practice, and embed effective practices.

The goal of this project is to support educators' ability to **select, implement, & evaluate** instructional supports and assessment accommodations for ELs, including ELs with disabilities.



## Setting & Sample

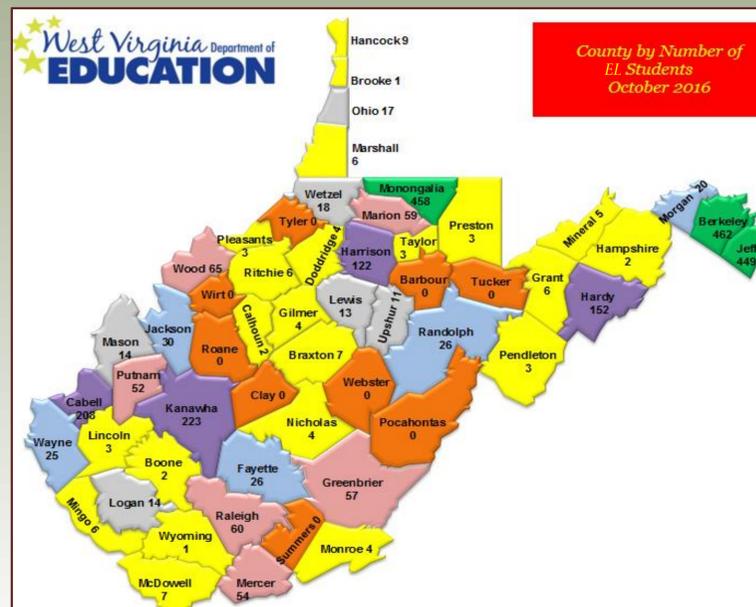
**Intervention.** Participating West Virginia educators will progress through a series of self-paced, online learning modules. Online learning activities encourage active participation by applying key considerations and information to realistic learning scenarios.

**Setting.** Intervention will take place in West Virginia, a largely rural state with a low density of ELs. Educators have relatively little experience working with ELs yet the rates in the state are increasing substantially. Top native languages in West Virginia include: Spanish, Arabic, Mandarin, Vietnamese, & Cantonese.

### Sample

**Teachers:** General educators in West Virginia who currently teach ELs in grades 3-10. Teachers who meet criteria will be randomly assigned to an intervention or comparison group.

**Students:** Consented English Learners in grades 3-10 whose teachers participate in online modules.



## Research Questions

### Does participation in Improving Instruction modules yield:

1. Changes to educators' knowledge, skills, & decision making?
2. Higher levels of positive EL student perceptions of accessibility?
3. Gains in content and English proficiency outcomes?

## Development, Content, & Process

### Design & Development Process: ADDIE



### Key Features of Online Modules:

- ✓ Brief
- ✓ Interactive
- ✓ Individualized
- ✓ Support teachers in their current practice
- ✓ Include supplementary resources

### Online Modules:

- 1) Thinking about student needs
- 2) Making & implementing instructional support decisions
- 3) Making & implementing assessment accommodations decisions
- 4) Pulling it all together.

## Planned Analyses

### Measures

#### Educator Assessment: (n = 130)

25-item assessment will measure teachers' knowledge, skills, & behaviors.

#### Student Experiences Survey: (n = 150)

Student assessment of language proficiency, perceived value and implementation of accessibility supports in instruction and assessment.

#### Student Learning: (n = 150)

Year-end English Proficiency and content (English Language Arts & math) assessment scores.

### Design

After accounting for other potential confounds, changes in scores between intervention & comparison participants will be analyzed.

	Baseline	Post Modules	End of Year
Educator Assessment	X	X	X
Student Survey	X		X
Student Outcomes			X

*Note: Baseline student scores will be collected Spring 2018.*

## Practice & Policy

### Findings will:

- Inform refinements for potential broader, multi-state rollout.
- Provide key information on effectively promoting accessibility and accommodation decision-making for educators of ELs via **professional development, system-building, & policy making.**

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