

## Supporting Student Accessibility Needs for Instruction and Assessment

### Clarify Intended Learning

This series offers educators support in meeting individualized instructional and assessment needs. Each resource in this series provides research-based information on teaching strategies that meet the needs of individual students.

#### Learning Goals:

- Educators understand that integrating Universal Design for Learning (UDL) and Vygotsky’s concept of Zone of Proximal Development (ZPD) principles help to design flexible instruction that moves learning forward.
- Educators understand that the universal tools, designated supports, and accommodations presented in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* are designed to meet student needs on the basis of the demands of the Smarter Balanced Interim and Summative Assessments.
- Educators understand that there is an overall pattern of achievement growth within and across grades for students with and without disabilities.
- Educators understand that focusing on what takes place in the classroom is critical to improving student outcomes.

#### Success Criteria:

- Educators can incorporate UDL and ZPD principles throughout the formative assessment process.
- Educators can recognize student access needs for the Smarter Balanced Interim and Summative Assessments and match Smarter Balanced universal tools, designated supports, and accommodations to those access needs.
- Educators can identify how instructional factors can be incorporated in small and large ways at the classroom and school levels.
- Educators can characterize instructional actions in terms of the seven growth accelerators and adjust instruction to include more growth accelerators.

| Title  | Resource Overview   |
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| <p><b>Understanding the Learner</b><br/> <a href="http://bit.ly/1MilZs3">http://bit.ly/1MilZs3</a></p> | <p>This 15-minute interactive module examines Vygotsky’s concept of ZPD and how it can be used to design instruction. Educators will also explore UDL principles and understand how to plan learning experiences that maximize opportunities for each student. Educators will learn how to incorporate both ZPD and UDL principles throughout the formative assessment process.</p> |

| Title  | Resource Overview   |
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| <p><b>Introduction to the Individual Assessment Accessibility Profile (ISAAP) Updated</b><br/> <a href="http://bit.ly/1QYbbkM">http://bit.ly/1QYbbkM</a></p> <p><i>Note:</i> California uses an ISAAP tool that syncs with the Test Operations Management System (TOMS). The information is the same, but California teachers will use the link in TOMS instead of the one in this module.</p> | <p>This 30-minute interactive module offers an overview of the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i>, the ISAAP process, and the ISAAP tool. Smarter Balanced suggests a process and tool by which each student's need(s) can be matched with appropriate universal tools, designated supports, and/or accommodations.</p>  |
| <p><b>Including All Students in Assessments of ELA and Mathematics</b><br/> <a href="http://bit.ly/1qMwb7V">http://bit.ly/1qMwb7V</a></p> <p>Archived Webinar, with Dr. Martha Thurlow<br/> <a href="http://bit.ly/297U5Yp">http://bit.ly/297U5Yp</a></p>  | <p>This resource, an archived Webinar and presentation by Dr. Martha Thurlow, discusses the Smarter Balanced Universal Tools, Designated Supports, and Accommodations and provides suggestions for consideration when making appropriate decisions for individual students. Materials provide additional resources that support decision making, including a student case to illustrate the process.</p>  |
| <p><b>Maximizing Access to Instruction and Testing for Students with Disabilities to Improve Achievement</b><br/> <a href="http://bit.ly/1pjokxF">http://bit.ly/1pjokxF</a></p> <p>Archived Webinar, with Dr. Stephen Elliot<br/> <a href="http://bit.ly/1ppKmPT">http://bit.ly/1ppKmPT</a></p>  | <p>This resource, an archived Webinar and research-to-practice brief, examines the concept of accessibility in the context of classroom instruction. It also reports on research-driven strategies teachers can use to improve access for all students. Areas of focus include (1) the barriers to accessing instruction; (2) the effect of barriers on student achievement; and (3) the effect of barriers on performance and achievement tests.</p> |
| <p><b>Opportunity to Learn (OTL): Enhancing Access to What Should Be Taught and Will Be Tested</b><br/> <a href="http://bit.ly/1RhlaXQ">http://bit.ly/1RhlaXQ</a></p> <p>Archived Webinar, with Dr. Alexander Kurz<br/> <a href="http://bit.ly/29baaKI">http://bit.ly/29baaKI</a></p>  | <p>This resource, an archived Webinar and research-to-practice brief, examines concepts of OTL that help practitioners (1) understand the concept of OTL within the larger context of a test-based accountability curriculum framework; (2) understand the importance of OTL on the basis of federal mandates and testing standards; and (3) understand how OTL data can be collected and used to make data-based instructional decisions.</p>        |
| <p><b>Understanding and Accelerating Achievement Growth for Students with Disabilities</b><br/> <a href="http://bit.ly/1XqtwL8">http://bit.ly/1XqtwL8</a></p> <p>Archived Webinar, with Dr. Ann Schulte<br/> <a href="http://bit.ly/1pjoViO">http://bit.ly/1pjoViO</a></p>   | <p>This resource, an archived Webinar and research-to-practice brief, discusses achievement gaps and growth for students with disabilities as well as several aspects of instruction that can be modified to accelerate achievement growth. This resource articulates seven key factors that accelerate growth.</p>   |

