

# Making Language and Content Accessible for Emergent Bilingual Students with Special Needs

WS# 201731 Remote Check-In Code: #DLUpdate

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[twitter.com/RegionOneESC](https://twitter.com/RegionOneESC)*



# Professional Learning Essential Agreements

1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools:  
2 devices if possible
5. Paper, pencil, markers...



# Content Objective

Today we will review the principles of *Universal Design for Learning* and explore different strategies to make content and language accessible for emergent bilingual learners with special needs.



# Language Objective

Today we will discuss the importance of UDL and share in small groups different assistive technology tools to address learner variability.



# Karina Elizabeth Zuno Cooley



# Karina Chapa



*On a Harry Potter scale, how are you feeling today?*



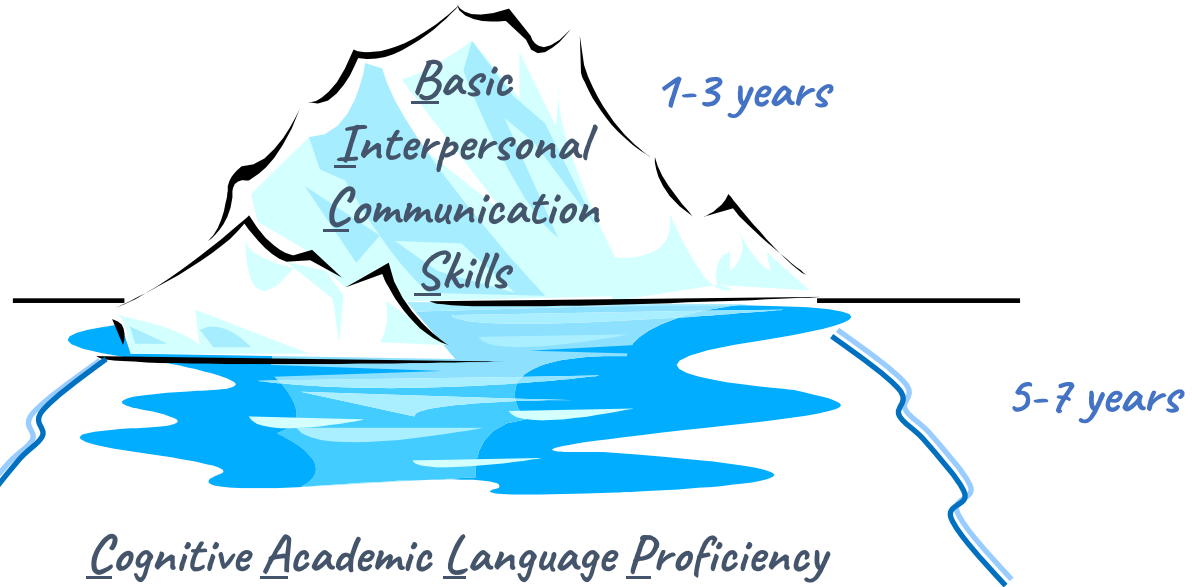


What do you remember from our previous session?

L  
To  
sec  
will sh



# BICS vs CALP



J. Cummins (1981)



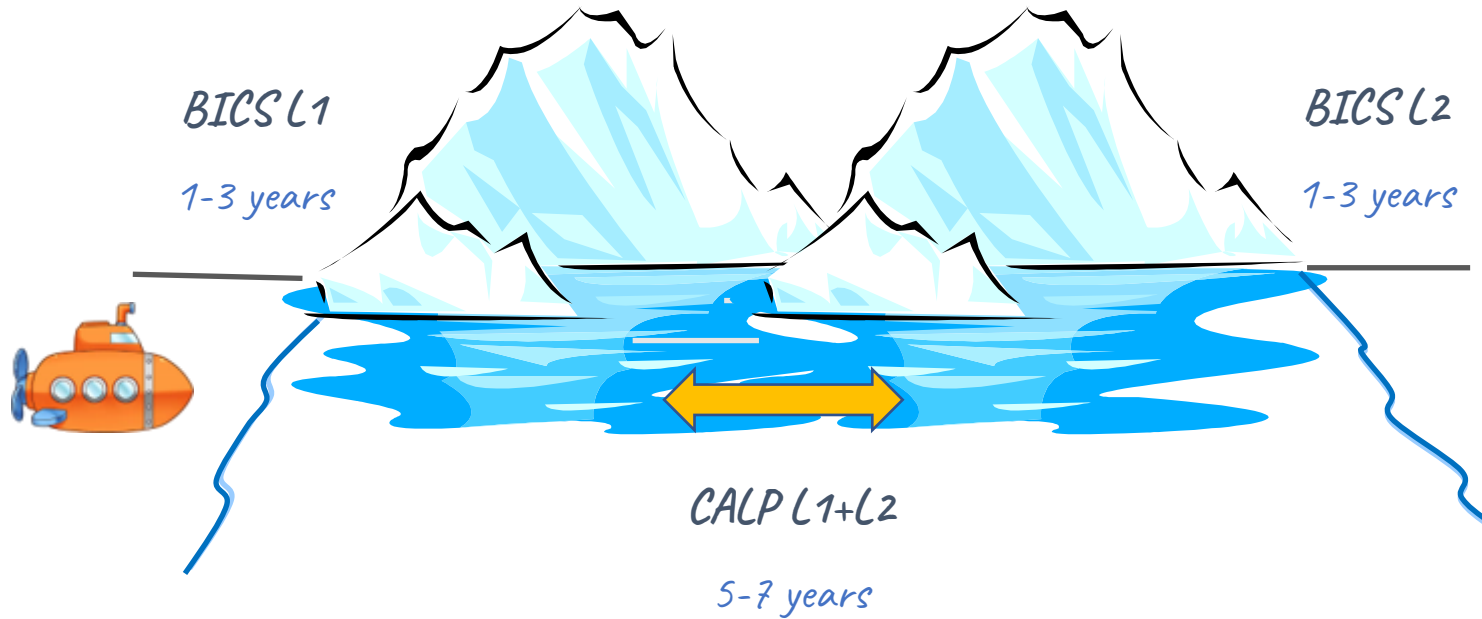
# Transfer of Concepts



J. Cummins (1981)



# Transfer of Concepts



J. Cummins (1981)





**Clearing a Path for People with Diverse Needs Clears the Path for Everyone**



# Accessibility

PUBLIC SCHOOL STUDENT WITH DISABILITIES



Could you please shovel the ramp?

All these other kids are waiting to use the ramp. When I get through, I will have to shovel the ramp for everyone else.

If you shovel the ramp, we can all get in.

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Clearing a Path for People with Diverse Needs Clears the Path for Everyone



# *Emergent Bilingual Students*



*Cognitive*



*Affective*



*Linguistic*

*Texas Administrative Code, Chapter 89*



CAST **25** YEARS OF  
INNOVATION  
1984-2009

*Transforming education through Universal Design for Learning — <http://www.cast.org>*

# UDL at a glance



UDL At a Glance: <https://video.link/w/Yeqmc>

# Let's Explore UDL!



1. Go to your *breakout room*.
2. Read your assigned section from the *UDL Guidelines*:  
<https://tinyurl.com/ESC1UDL>
4. Create a *scrapbook page* on *Jamboard* to *visually explain* your section:  
<https://tinyurl.com/JamUDL>
5. Be ready to *present!*





[https://tinyurl.com/](https://tinyurl.com/ESC1UDL)

**ESC1UDL**



Provide multiple means of **Engagement** →

Affective Networks  
The "WHY" of learning

Provide multiple means of **Representation** →

Recognition Networks  
The "WHAT" of learning

Provide multiple means of **Action & Expression** →

Strategic Networks  
The "HOW" of learning

Access

Provide options for **Recruiting Interest** (7) → **1**

- Optimize individual choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Minimize threats and distractions (7.3) >

Provide options for **Perception** (1) → **4**

- Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2) >
- Offer alternatives for visual information (1.3) >

Provide options for **Physical Action** (4) → **7**

- Vary the methods for response and navigation (4.1) >
- Optimize access to tools and assistive technologies (4.2) >

Build

Provide options for **Sustaining Effort & Persistence** (8) → **2**

- Heighten salience of goals and objectives (8.1) >
- Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3) >
- Increase mastery-oriented feedback (8.4) >

Provide options for **Language & Symbols** (2) → **5**

- Clarify vocabulary and symbols (2.1) >
- Clarify syntax and structure (2.2) >
- Support decoding of text, mathematical notation, and symbols (2.3) >
- Promote understanding across languages (2.4) >
- Illustrate through multiple media (2.5) >

Provide options for **Expression & Communication** (5) → **8**

- Use multiple media for communication (5.1) >
- Use multiple tools for construction and composition (5.2) >
- Build fluencies with graduated levels of support for practice and performance (5.3) >

Internalize

Provide options for **Self Regulation** (9) → **3**

- Promote expectations and beliefs that optimize motivation (9.1) >
- Facilitate personal coping skills and strategies (9.2) >
- Develop self-assessment and reflection (9.3) >

Provide options for **Comprehension** (3) → **6**

- Activate or supply background knowledge (3.1) >
- Highlight patterns, critical features, big ideas, and relationships (3.2) >
- Guide information processing and visualization (3.3) >
- Maximize transfer and generalization (3.4) >

Provide options for **Executive Functions** (6) → **9**

- Guide appropriate goal-setting (6.1) >
- Support planning and strategy development (6.2) >
- Facilitate managing information and resources (6.3) >
- Enhance capacity for monitoring progress (6.4) >





# DIFFERENTIATION *IS NOT*



# DIFFERENTIATION *IS NOT*

**TRACKING OR** GROUPING STUDENTS  
INTO CLASSES BY "ABILITY"

**INCOMPATIBLE**  
*with* **STANDARDS**



# DIFFERENTIATION *IS NOT*

**TRACKING OR** GROUPING STUDENTS  
INTO CLASSES BY "ABILITY"

**INCOMPATIBLE**  
*with* **STANDARDS**

**BLUEBIRDS,  
BUZZARDS &  
WOMBATS**

(ability grouping  
within a classroom)

**DUMBING  
DOWN**

teaching for some students



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**DUMBBING  
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Something  
*extra*  
on top of  
good teaching

A SET OF  
**INSTRUCTIONAL  
STRATEGIES**



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Something  
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good teaching

Mostly for students  
identified as  
**GIFTED**

A SET OF  
**INSTRUCTIONAL  
STRATEGIES**

**MOSTLY FOR STUDENTS  
WITH IDENTIFIED  
LEARNING  
CHALLENGES**



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INSTRUCTION

IEPs **FOR** ALL

ASCD  
LEARN. TEACH. LEAD.

>>>>> A SYNONYM FOR <<<<<<<  
*GROUP WORK*



# DIFFERENTIATION *IS*



# DIFFERENTIATION IS

AN IDEA AS **OLD**  
AS EFFECTIVE TEACHING

Lessons  
designed around  
**PATTERNS OF  
STUDENT NEED**



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Lessons  
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**PATTERNS OF  
STUDENT NEED**

USE OF  
WHOLE-GROUP,  
SMALL-GROUP &  
INDIVIDUAL TASKS  
**BASED ON  
CONTENT  
AND  
STUDENT  
NEEDS**



# DIFFERENTIATION IS

AN IDEA AS **OLD**  
AS EFFECTIVE TEACHING

VALUING  
and  
PLANNING  
for  
DIVERSITY  
in  
HETEROGENEOUS  
SETTINGS

Lessons  
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PURPOSEFUL USE OF  
FLEXIBLE  
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SETTINGS

Lessons  
designed around  
**PATTERNS OF  
STUDENT NEED**

Necessary  
for success with  
standards for a  
*broad range  
of learners*

USE OF  
WHOLE-GROUP,  
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A **STUDENT-FOCUSED**  
WAY OF THINKING ABOUT TEACHING AND LEARNING

Lessons  
designed around  
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STUDENT NEED**

Necessary  
for success with  
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PURPOSEFUL USE OF  
FLEXIBLE  
GROUPING

TEACHING  
**UP**



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A **STUDENT-FOCUSED**  
WAY OF THINKING ABOUT TEACHING AND LEARNING

TEACHING  
**UP**

**AT THE  
CORE  
OF QUALITY  
TEACHING**

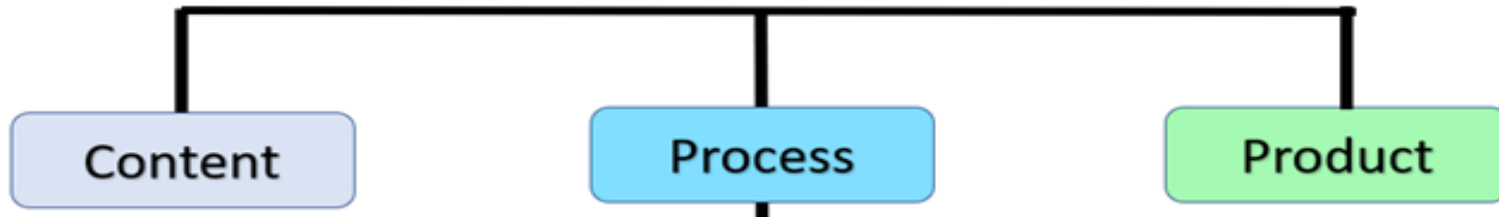
**ASCD**  
LEARN. TEACH. LEAD.

Designed to  
**ADDRESS LEARNING & AFFECTIVE NEEDS**  
that *all* students have





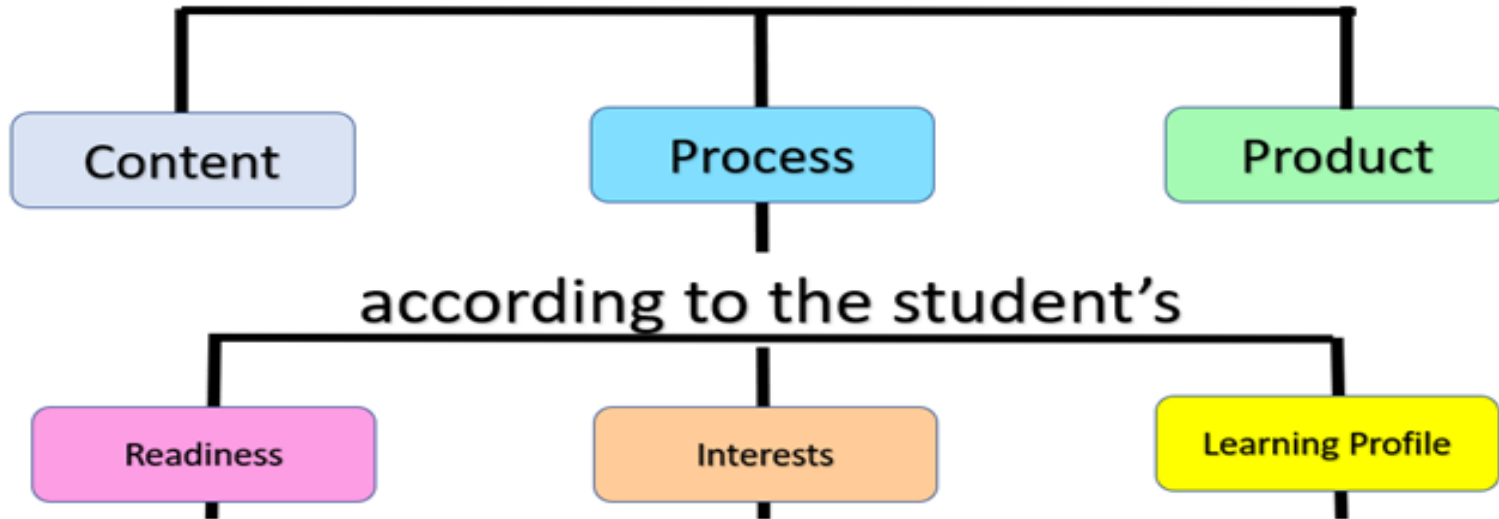
# Teachers can Differentiate



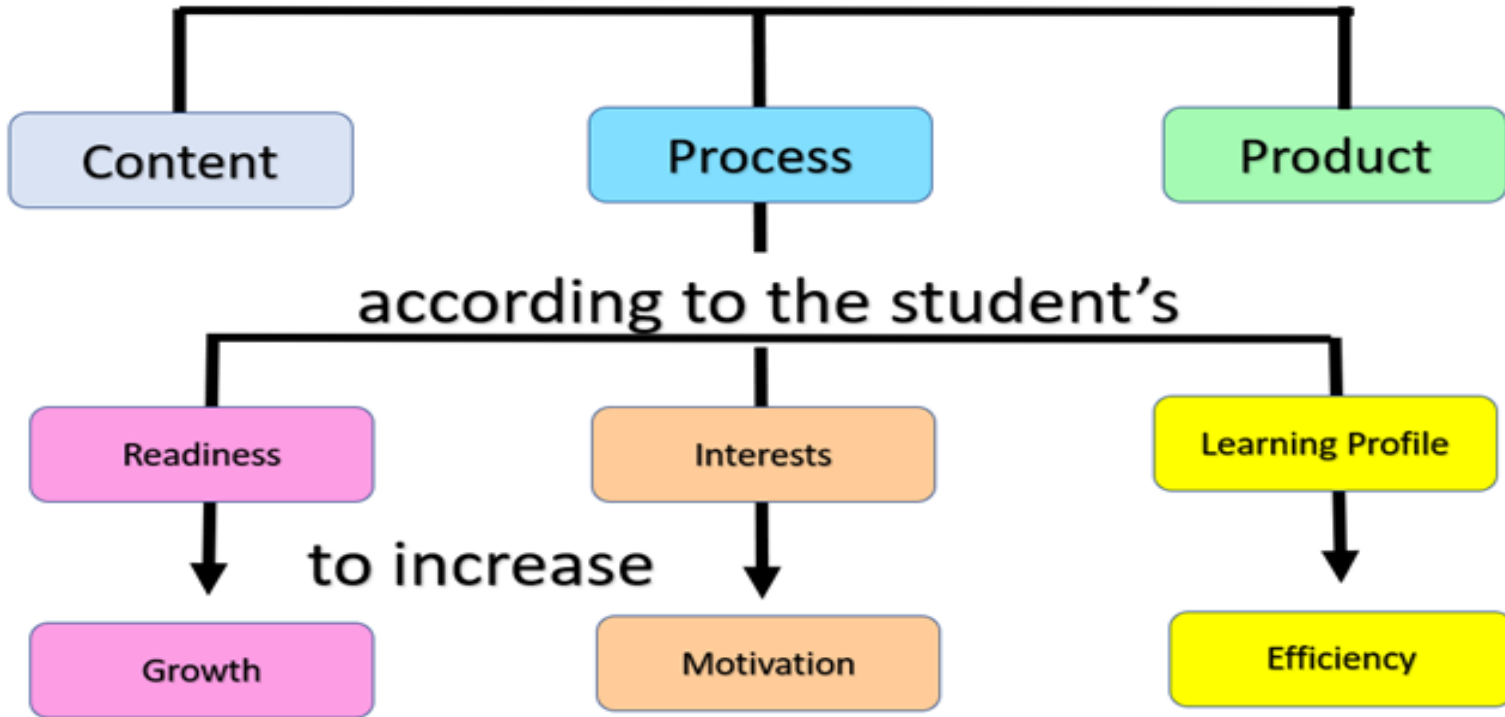
<http://differentiatedinstruction.wiki.inghamisd.org/>



# Teachers can Differentiate



# Teachers can Differentiate





<http://bit.do/ReadCover>



and perspectives into their everyday decisions and actions – educational and personal – and so do students from various ethnic and cultural backgrounds (Gay, 2000).

Many students of color have an understanding of and some have internalized negative images of their race (Gay, 2000). These negative images, promoted by the larger society, affect how they perform in school (Hogans, 2003). Schools are uniquely positioned to help students interpret and interrupt this imagery through interactions with curriculum and teachers that validate their culture. Tatum (2003) described an oppositional identity development in which Black students are forced to choose between affirming their culture and academic success. When their culture is not present, Black students may feel that academic success is not part of being Black. In contrast, students who see their culture represented in the curriculum are more likely to have a higher self-concept, and when students feel good about themselves they are more likely to be open with others and to learning (Gay, 2000).

A culturally responsive pedagogy allows for the discussion of difficult topics – like racism, discrimination and prejudice – and offers students of all ages the opportunity to engage in meaningful discussion that enhances learning. Because a culturally responsive pedagogy acknowledges the presence of racism that creates distorted and negative images of the cultures, histories and possibilities of people of color (Bischoff-Lafontant, 1999), culturally responsive classrooms can create a space where harmful images can be deconstructed and positive self and cultural affirmations portrayed.

The principles of differentiated instruction lend itself to the culturally responsive pedagogical approach because it creates opportunity for a myriad of investigations into one lesson or topic at the same time. With differentiated instruction, students of color can explore a topic through a teaching approach that best meets their learning style, while examining the values, beliefs, and ideas that shape their experiences.

#### Getting Started: The Seven Building Blocks of Differentiated Instruction

Forsten, Grant and Hollas, (in progress) have identified the "building blocks" of successful differentiated instruction. These elements address the needs of culturally and linguistically diverse students because they reflect an approach to teaching and learning that requires teachers to do things differently for different children. The researchers suggest these building blocks to add elements to each.

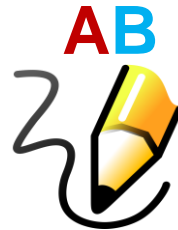
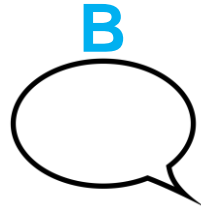
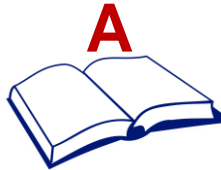
**1. Knowing the Learner:** Teachers need to know as much as possible about their students to teach them well, including learning styles and pace, multiple intelligences, personal qualities such as personality, temperament and motivation, personal interests, potential disabilities, health, family circumstances, and language preference.

**2. Traits of a Quality Teacher:** The teacher believes all students can learn, has the desire and capacity to differentiate curriculum and instruction, understands diversity and thinks about students developmentally, is a risk taker, is open to change and well-versed in best practices, is comfortable challenging the status quo, knows what doesn't work, is able to withstand staff dispersion that may arise.

**3. Quality Curriculum:** Curriculum needs to be interesting to students and relevant to their lives, appropriately challenging and complex, thought provoking, focused on concepts and principles and not just facts, focused on quality, not quantity, stress depth of learning, not just coverage.

**4. Classroom Learning Environment:** The ideal learning environment includes a balanced student population, appropriate grade and program placement, priority seating based on student needs, has a reasonable class size, practices positive discipline, arranges furniture to promote group work, uses flexible grouping, and has adequate teaching supplies.

4 | Page



Read  
Cover

Remember  
Retell

Sketch!

[Whiteboard.fi](http://Whiteboard.fi)





## Each learner is unique



Learner Variability: <https://vimeo.com/366279613>



# Let's Explore Learner Variability!

1. Go to *Padlet* and choose a group:

<https://padlet.com/kchapa/ESC1LV>



2. Go to your *CHOSEN* breakout room.

3. Read your chosen *Model/Factors* from the Variability Navigator:




<https://lvp.digitalpromise.org/>


4. Select *3 Strategies* to add to the Padlet.
5. Be ready to *present!*





# ¿Qué qué?





**1. Choose a Model**  
that represents your area of interest.





**2. Identify factors**  
that you want to address in your product or classroom.





**3. Get strategies**  
that you can apply now to reach more learners.



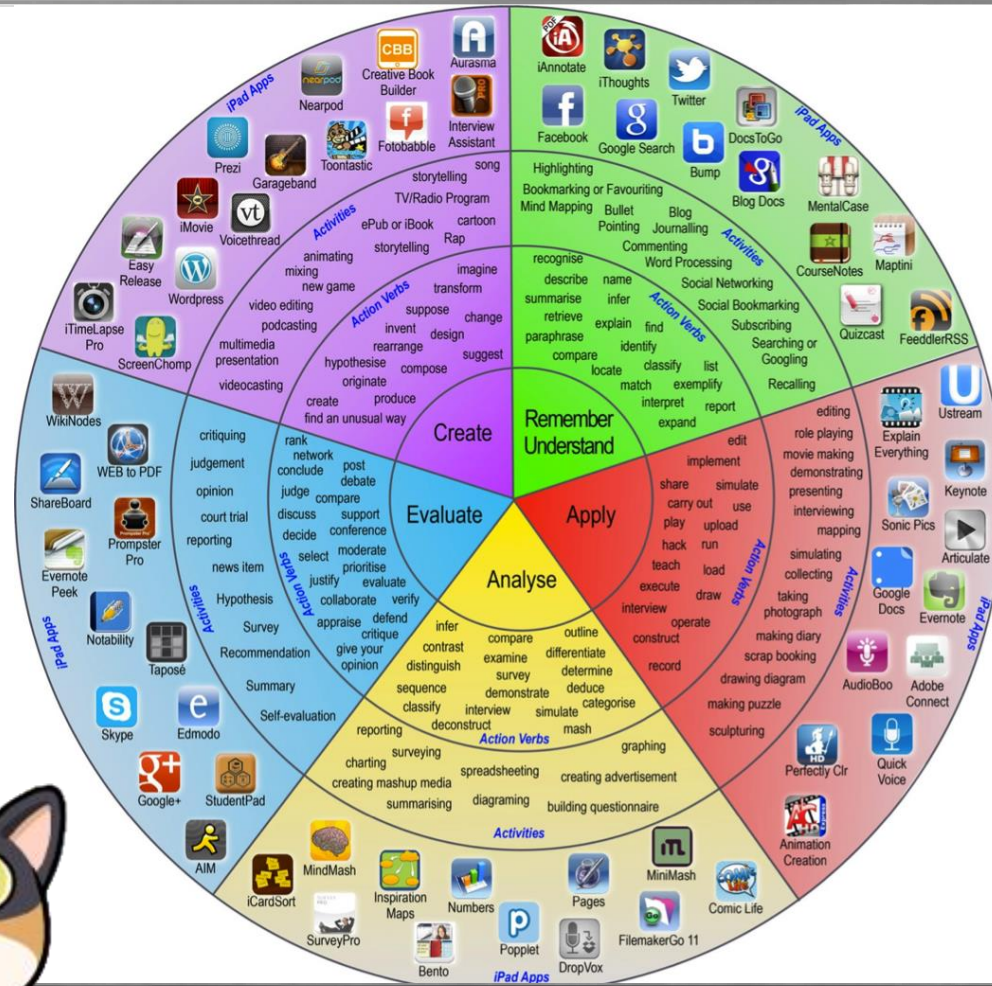
<https://padlet.com/kchapa/ESC1LV>  
<https://lp.digitalpromiseglobal.org/>







# Technology Tools and UDL



# Accessibility Categories

1

Accessibility Features

2

Designated Supports

3

Designated Supports Requiring TEA Approval



## 2021–2022 Accommodation Resources

[Student Assessment Home](#) | [Student Assessment Directory](#) | [Contact Student Assessment](#)



<https://tinyurl.com/2021ESC1AC>

### 2021–2022 Accessibility Features

During administration of the State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, and the Texas English Language Proficiency Assessment System (TELPAS), certain accessibility features may be provided to students based on their needs.

In general, these procedures and materials are available to any student who regularly benefits from their use during instruction. A student cannot be required to use accessibility features during testing, and there is no need to document their use on the answer document or in the Test Information Distribution Engine (TIDE) for online test administrations.

District and campus testing coordinators are responsible for ensuring that test administrators understand how to implement these procedures and use these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a

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more specific information.

- [2020–2021 Accommodation Resources](#) (archived)

Accessibility Policy documents listed on the Accommodation Resources webpage are currently located in the District and Campus Coordinator Resources online.

#### Accessibility Features

These are procedures and materials that are allowed for any student who needs them.

2. **Designated Supports:** These are locally-approved supports for students who meet eligibility criteria.

- Basic Transcribing
- Braille/Refreshable Braille
- Calculation Aids
- Content and Language Supports
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids

- The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
- If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- providing assistive tools, which include:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the line reader tool for online tests
  - magnifying devices and the zoom feature for online tests
  - enlarged mouse pointer options for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
- allowing students to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, instrumental music [no lyrics] played through an individual student's headphones or earbuds)
- allowing individual test administration
- allowing small-group administrations with the following guidelines:
  - The number of students in a small group is determined based on individual student needs at the local level.
  - The number of students in a group should mirror, to the extent possible, classroom testing situations.
- reminding students to stay on task
- photocopying or enlarging the following non-secure test materials:
  - test administration directions
  - blank answer documents
  - state-supplied mathematics graph paper
  - state-supplied reference materials for grade 8 mathematics, science, and Algebra I (Mathematics reference materials for grades 3–7 contain rulers and may **NOT** be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the Resources section of [TexasAssessment.gov](https://www.texasassessment.gov).)



# Designated Supports

	RTI, Student Assistance Team, or other related support	Language Proficiency Assessment Committee (LPAC)	Section 504	Admission, Review, and Dismissal (ARD) Committee
Basic Transcribing	X		X	X
Braille /Refreshable Braille	X		X	X
Calculation Aids			X	X
Content and Language Supports		X	X	X
Extra Time	X	X	X	X
Individualized Structured Reminders	X		X	X
Large Print	X		X	X
Manipulating Test Materials	X		X	X
Mathematics Manipulatives	X		X	X
Oral/Signed Administration	X	X	X	X
Spelling Assistance			X	X
Supplemental Aids	X		X	X



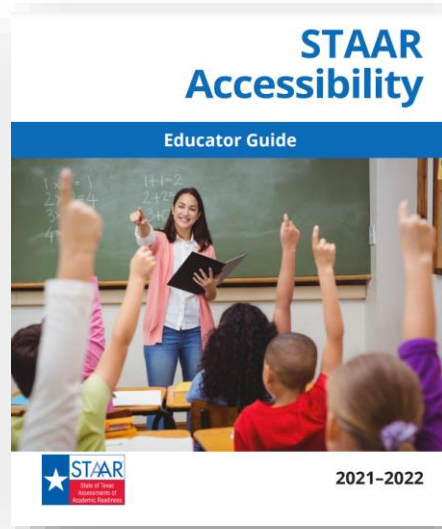
# *Content and Language Supports*



# Content and Language Supports



## Educator Guide



## Guidelines



TEA  
Texas Education Agency

TEA approval is NOT required.

### Content and Language Supports Guidelines

These designated supports are available on State of Texas Assessments of Academic Readiness (STAAR®) and STAAR Spanish online tests in the form of pop-ups, rollovers, prereading text, and supplementary materials. Although STAAR Spanish uses the same guidelines for content and language supports as the English version, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences.

#### Pop-ups


- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place value chart, t-chart, graphic of a scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations
- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language

#### Rollovers

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)
- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts

#### Prereads

- offer text before the reading and editing selections (for grades 3-8 reading, English I, and English II only)



# POP-UPS

3% 2019 STAAR U.S. History Released Test GUEST, GUEST (TSDS ID: GUEST) GUEST SESSION

Save Notepad Lin

3

GUEST, GUEST

Which event prompted the United States to enter World War II?

caused

- (A) The German invasion of Poland
- (B) The Soviet occupation of Germany
- (C) The landing of Allied soldiers on Normandy Beach
- (D) The Japanese attack on Pearl Harbor

*This pop-up clarifies the use of a term by providing a synonym for that word.*





This pop-up also isolates information that corresponds to each answer choice.



The screenshot shows a digital reading interface. At the top, there is a blue navigation bar with icons for Speak, Audio, Pause, Help, Logout, Zoom, and Color. Below this, there are controls for 'Clear' and 'Mark for Review'. The main text area contains a passage with a highlighted section. A pop-up window is overlaid on the text, containing the following text: "With a 10-year-old's naiveté, I strolled over to Grandfather's house hours before the **appointed** time. I **innocently** assumed that the event was solely about trying out a new gadget, and I didn't want to miss my chance to be close to the radio as the house filled up. I would have never guessed that a live radio broadcast would be enough to bring **peace**, however fleeting, to my **warring** family." Below the passage, there are several lines of text, including "a remarkable gift: a ..." and "invite every cousin". At the bottom of the interface, there are navigation buttons: "Back", "Review/End", and "Next".



Tools Eliminator

Clear Mark for Review

28. A student measures the masses of four cubes of the same size. One of the cubes is made of iron, one of wood, one of plastic, and one of glass. The student's results are shown in the table below.

Cube Masses

Cube	Mass (g)
1	31.3
2	40.6
3	130.8
4	12.1

Cube	Mass (g)
1	31.3
2	40.6
3	130.8
4	12.1

most likely made of iron?

- C Cube 3
- D Cube 4

*This is another example of a pop-up that isolates information that corresponds to each answer choice.*



*This pop-up provides a formula from the reference material.*



DIAR Grade 8 Math Question 10 of 58

Tools Eliminator Formulas Graphing Calculator Graph Paper

Clear Mark for Review

10. A triangular prism and its dimensions are shown in the diagram.

$S = Ph$

What is the lateral surface area of this triangular prism in square centimeters?

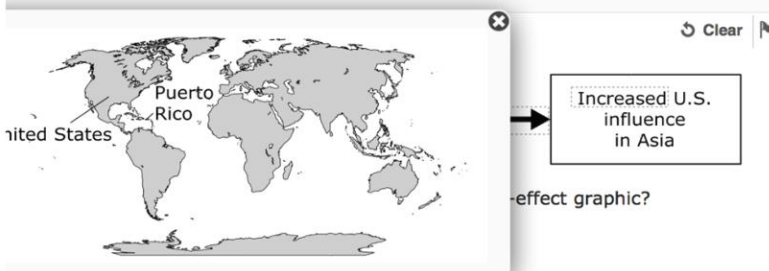
(A) 192 cm<sup>2</sup>  
(B) 128 cm<sup>2</sup>  
(C) 152 cm<sup>2</sup>  
(D) 144 cm<sup>2</sup>

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Back Review/End Next



Question 22 of 68

Speak Audio Pause Help



Clear

Increased U.S. influence in Asia

effect graphic?

Acquisition of Puerto Rico

Domino Theory

Roosevelt Corollary

20 21 22 23 24 25 26 27 28 29 30

Back Review/E


*This pop-up provides a supplemental aid (i.e., map).*



RA Question 61 of 68 Speak Audio Pause He

Clear

You are about to embark upon a great battle, for which we have prepared you for a long time. The tide has turned! The free world is at stake. We will accept nothing less than a complete and unconditional surrender of the enemy. I have full confidence in your courage and skill in battle.

 © Historical Photo Library

— [General Dwight D. Eisenhower](#), June 6, 1944

General Eisenhower provided these words of encouragement to Allied forces before they engaged in what military operation?

- (A) The Battle of the Bulge
- (B) The Sicily Campaign
- (C) The Invasion of Normandy
- (D) The Battle of the Atlantic

7 58 59 60 61 62 63 64 65 66 67 68 ▶ ◀ Back Review/E

*This pop-up provides a visual representation (i.e., photograph) of a historical figure.*

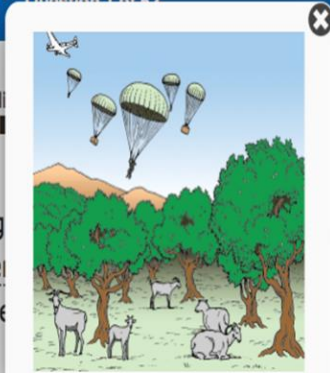


The adoption of the assembly-line method of production by —

- (A) increasing government regulation of the workplace
- (B) reducing labor costs and minimizing the need for skilled labor
- (C) leading to a decline in demand for products made by machines
- (D) decreasing overhead costs and reducing the demand for technology



*This pop-up provides a visual representation (i.e., photograph) of the vocabulary.*



- 1 In 1942 my grandfather, who had been a soldier in the British Army, received a gift that caused a terrible accident during the war. He was the only one of his family to survive the war's longest-running wars. He was the only one of his family to survive the war's longest-running wars.
- 2 After German soldiers had been driven out of Greece, the British began parachuting in soldiers and supplies. My grandfather was out in the fields with our goats one day when a storm blew in and forced a British plane to make an emergency landing. My grandfather grabbed a red blanket and began waving it frantically, hoping the pilot would see that the field was large enough to land in. The pilots brought their plane down safely, much to the irritation of our goats. Grandfather

*This pop-up also provides a visual representation (i.e., art) of the language in a reading selection.*

These pop-ups clarify construct-irrelevant words.

Clear Mark for Review

24. Use "The Cholla Cactus" to answer the following question.

What do the subheadings in the article help the reader understand?

- (A) There are many types of cholla cacti.
- (B) The author is knowledgeable about desert animals.
- (C) The cholla can be used for different purposes.
- (D) Many animals live in severe environments.

knows a lot

26. Use "The Cholla Cactus" to answer the following question.

Which of these best summarizes the main points of this article?

animals and people who live in the desert

desert dwellers.

- (B) The cholla cactus is one of the few plants that grow in the extreme climate of the desert.
- (C) The cholla cactus can be found in desert regions of the United States and Mexico.
- (D) The cholla cactus produces colorful flowers and tasty fruit that some desert animals depend on.





# ROLLOVERS

5

GUEST, GUEST

A person had a sickness caused by germs. The person took a medicine for 10 days to kill the germs. After taking all of the medicine, almost all the germs were killed. Ten days later, the person was sick again with the same sickness.

What most likely happened?

- (A) A few bacteria **survived** the **antibiotics** and stopped reproducing.
- (B) The person's high fever stopped the medicine from working, making it possible for the living germs to grow quickly.
- (C) The antibiotic slowed the life cycle of the bacteria.
- (D) Some of the bacteria **were resistant to** the antibiotic, and they reproduced.

*This rollover clarifies text using simpler and consistent language.*



The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city? ◀

- Ⓐ Being active at night
- Ⓑ Eating only one type of food
- Ⓒ Needing a large amount of space to live
- Ⓓ Producing a very small number of offspring

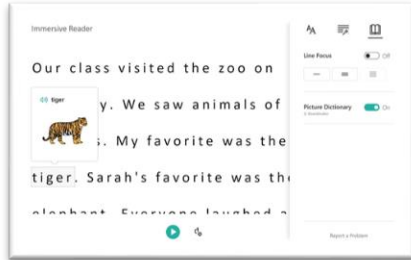
*This rollover clarifies text using simpler and consistent language.*

When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city? ✓

- Ⓐ Being active at night
- Ⓑ Eating only one type of food
- Ⓒ Needing a large amount of space to live
- Ⓓ Producing a very small number of offspring



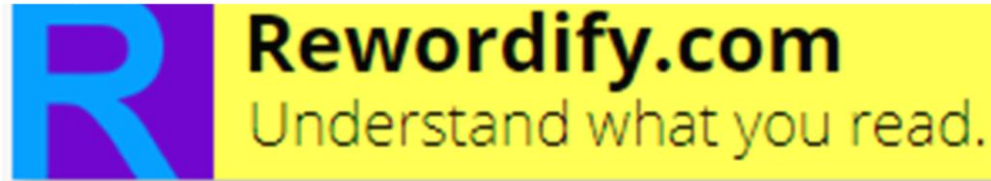
# Tech Tools



*Simplify texts for better understanding*



Immersive  
Reader

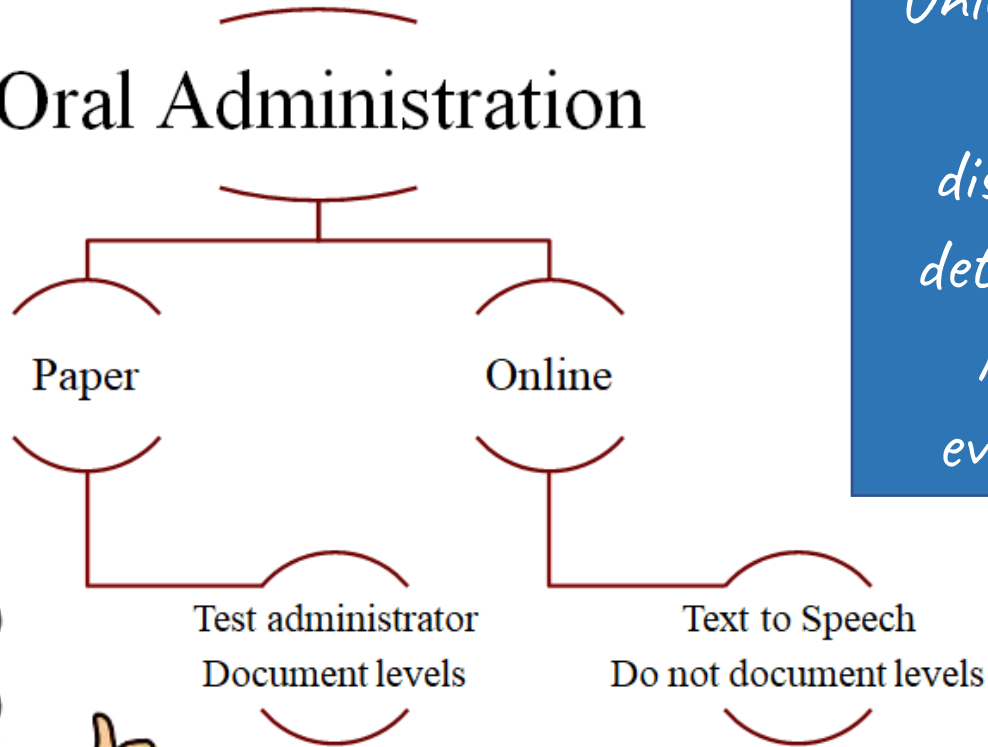




*Oral  
Administration:  
Text to Speech*



# Oral Administration



*Unless the student, due to their disability and as determined by the ARDC, needs everything read.*




# Online Oral Administration

## Audio/Video Checks

Your test uses multi-media features. Please perform the following checks.

### Text-to-Speech Sound Check

Make sure text-to-speech is working.

 Press the speaker button. You should hear a voice speak the following text read aloud.

### Sound Settings

Current Voice Pack: Alex

Use the sliders to adjust the volume, pitch, and rate. You will not be able to change the

Volume

 10

Pitch

 10

Rate

 10

### Next Step:


If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. If you are having trouble with testing without checking text-to-speech, choose **Skip TTS Check**.

## Controles de audio / video

Tu prueba contiene multimedia. Por favor, realiza las siguientes comprobaciones antes de continuar.

### Revisión de sonido de la función de texto a voz en español

Revisa la configuración de tu función De texto a voz en español.

 ¿Escuchaste la voz? Haz clic en [Sí] o [No].

### Configuración de sonido

Paquete de voz actual: Diego

Utiliza los controles de audio para ajustar las configuraciones disponibles.

Volumen

 10

Tono

 10

Proporción

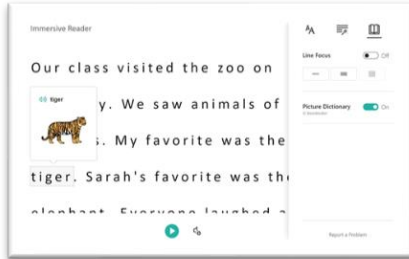
 10

### Próximo paso:

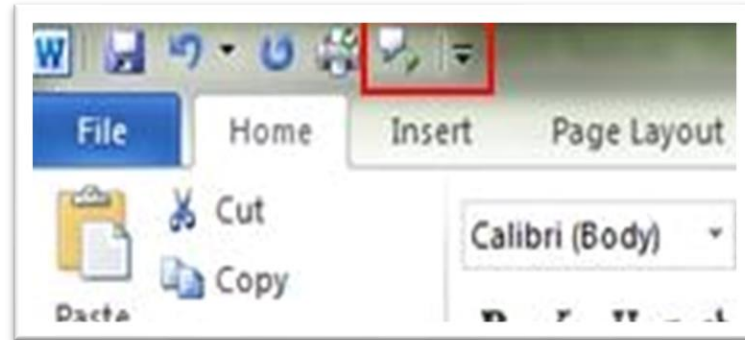
Si escuchaste claramente el audio, presiona [Sí, escuché la voz]. De lo contrario, presiona [No, no escuché la voz] para diagnosticar el problema. También puedes omitir esta revisión presionando el botón [Omitir revisión TTS].



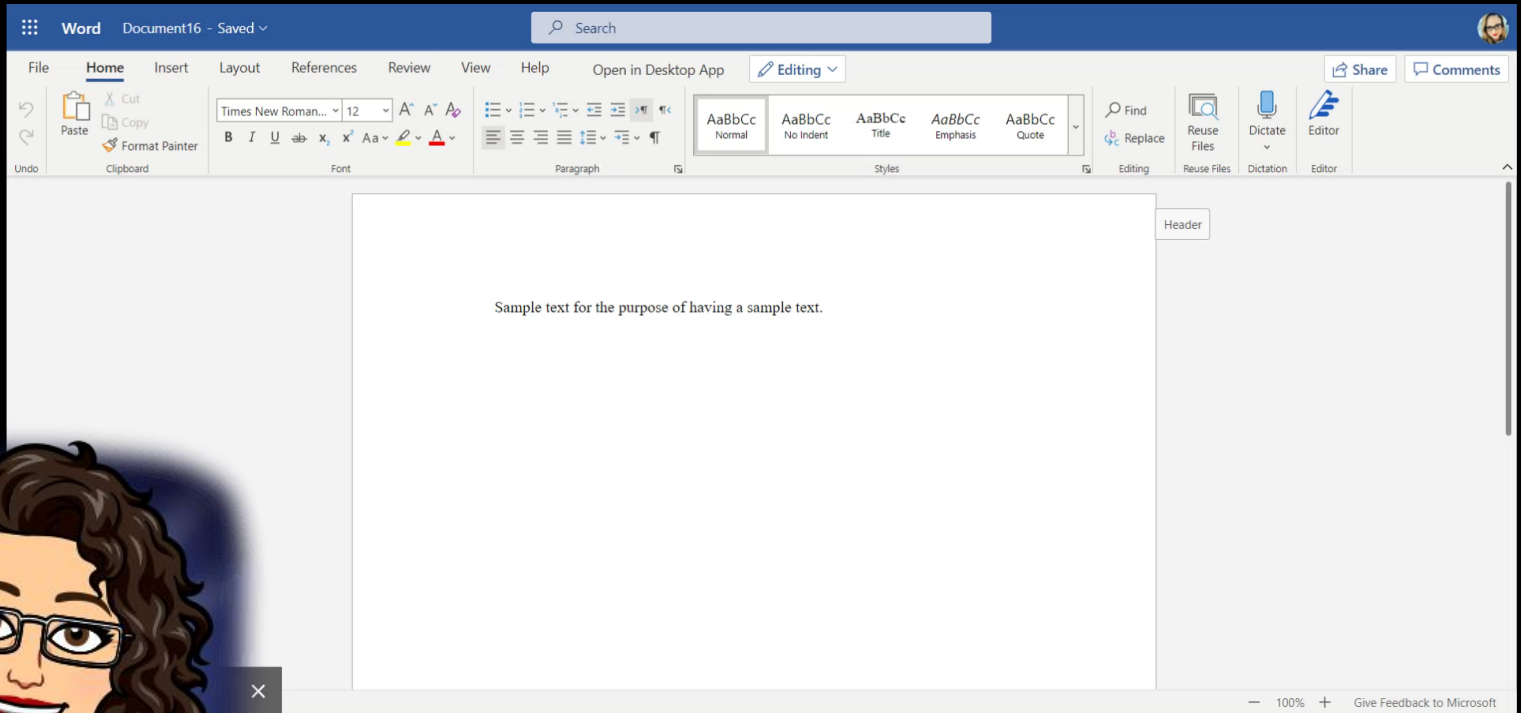
# Tech Tools



*Read Information Aloud  
on Microsoft Word*







# Tech Tools

## Read Information Aloud with Chrome Extensions

The image displays a Chrome Web Store search result for the 'ATbar' extension. The extension card shows the text 'AT' in orange, 'ATbar', 'Offered by: ECS Accessibility Team', 'Accessibility toolbar', and a rating of '★★★★☆ 12 Accessibility'. To the right are two other extension cards: a purple speech bubble icon and 'ClaroRead Chrome Policies' with a blue star icon. Below these is a dark grey toolbar with icons for a head with sound waves, a play button (highlighted with a blue border), a stop button, a hand clicking a word, and a close button. To the right of the toolbar is the 'ClaroRead' extension popup window, which contains a play button, a red stop button, and a green gear settings icon.



# Tech Tools

*Read Information Aloud with Other Tools*





*Spelling  
Assistance:  
Speech to Text*





# New Speech to Text Available for STAAR

Figure 9. Speech-to-text (available in English and Spanish for written compositions only)

The screenshot shows the STAAR Grade 7 Writing interface. The top navigation bar includes "STAR", "Grade 7 Writing", "2017 Practice STAAR", "Grade 7 Writing All PWP", and "Question 1 of 31". Below the navigation bar are icons for "Tools", "Guideline", "Sticky Notes", "Writing Checklist", and "Pencil". The main content area is titled "WRITTEN COMPOSITION: Expository" and contains the following text:

**READ** the information in the box below.

In 1961, President John F. Kennedy said that the United States should set a goal of landing an American on the moon by 1970. After much hard work and preparation, two Americans landed on the moon in 1969.

**THINK** carefully about the following statement.

Some people think it is easier to accomplish something if they set a goal in advance.

**WRITE** an essay explaining why setting a goal is important.

At the bottom of the interface, there is a progress bar with markers for 1, 2-7, 8-14, 15-23, and 24-31. The current question is marked with a "1" in a blue circle. Navigation buttons for "Back", "Review/End", and "Next" are visible at the bottom.

Two callout boxes provide additional information:

- Top callout: "Test administrators should ensure that the microphone on the device used for testing is turned on and configured properly, prior to launching the test with a constructed response entry."
- Bottom callout: "The student eligible for the speech-to-text tool can click on the *Microphone* icon to activate the speech-to-text functionality. When speech-to-text is enabled, all other text editing tools are unavailable. To edit or insert text manually, students can disable speech-to-text, point the cursor to the desired location where manual edits are to be applied, and use text editor tools as needed."

Figure 10: Speech-to-text (available in English and Spanish for written compositions only)

The screenshot shows the STAAR Grade 7 Writing interface with the speech-to-text tool active. The top navigation bar and main content area are identical to Figure 9. The microphone icon in the top right of the writing area is highlighted in blue, and the text "Listening..." is displayed above it. Below the microphone icon, the text "they all right ..." is visible.

Two callout boxes provide additional information:

- Top callout: "Upon clicking the *Microphone* icon, the student will see the microphone icon highlighted and the word "Listening" indicating that speech-to-text has been activated. Automatic punctuation is turned off. Students should speak any necessary punctuation (period, question mark, exclamation point, etc.) via voice command on English version of the tests only. Students should speak clearly and at a normal volume and pace. If the tool is not picking up words, students may need to speak more slowly."
- Bottom callout: "Characters: 15 of 1750"



# What does Speech-to-Text look like in the classroom?

## 6<sup>th</sup> Gr Lang Arts



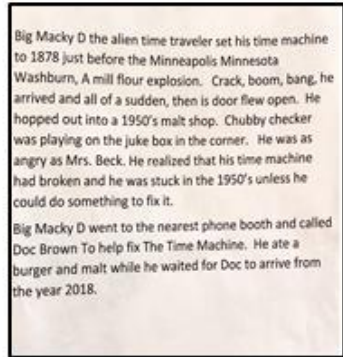
Difficulty Spelling

Sequencing

Sentence structure

Richness of text/  
Content

## Dictation/ Word



Not worrying about spelling, manual task of writing able to free up brain space to create content

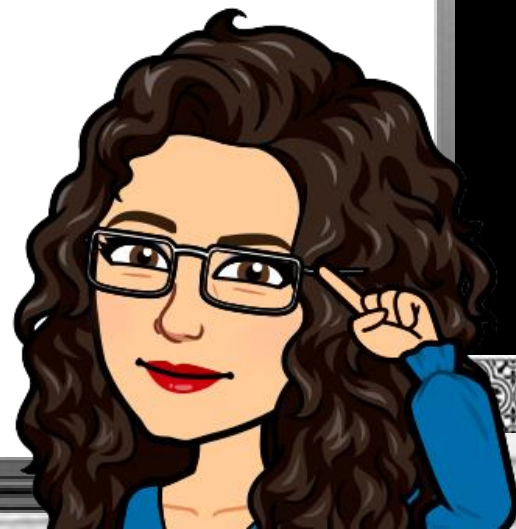
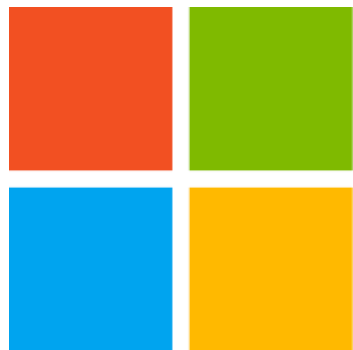
Articulate thoughts sequentially

Using dictate and read aloud create independence



# Tech Tools

*Dictate with your voice*





How to use the Dictate talk to type function recently added to MS Word



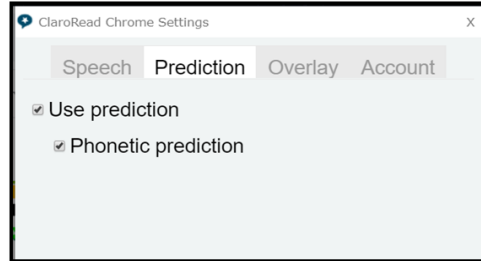
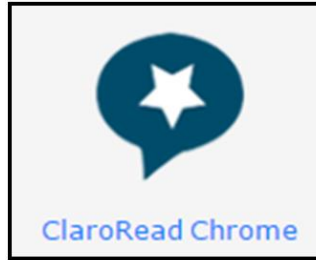
mes thinks....

edtech videos



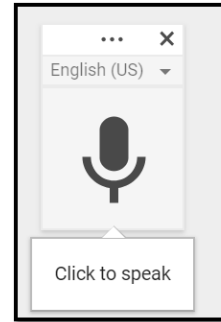


## Tech Tools



Word prediction

Dictate with your voice



Google Dictate



Google Extension  
Voice Note







# Recommendations for Virtual Implementation of Accommodations



## Whole New World... with Endless Possibilities

### Recommendations for Virtual Implementation of Accommodations






Accommodation	Recommendations for Virtual Implementation							
	Text-to-Speech		Accessibility Features in device student is using				Accessible online Library	
Print Disability	<a href="#">Google/Chrome</a>	<a href="#">Microsoft/Edge</a>	<a href="#">PC/Laptop</a>	<a href="#">Chromebook</a>	<a href="#">Android</a>	<a href="#">iPhone</a>	<a href="#">Learning Ally</a>	<a href="#">Book Share</a>
Oral Presentation	Speech-to-Text		Screen Recording			Closed Captioning		
	<a href="#">Google/Chrome</a>	<a href="#">Microsoft</a>	<a href="#">Screencastify</a>	<a href="#">Microsoft PowerPoint</a>	<a href="#">Flipgrid</a>	<a href="#">Google Slides</a>	<a href="#">PowerPoint</a>	<a href="#">Youtube</a>
Visual Supports	Graphic Organizers		Checklists		Timelines		Visual Cues	
	<a href="#">Google/Chrome</a>	<a href="#">Microsoft</a>	<a href="#">Google Keeps</a>	<a href="#">Lists</a>	<a href="#">Google Charts</a>	<a href="#">Microsoft Templates</a>	<a href="#">Google Docs</a>	<a href="#">Microsoft</a>
					<a href="#">Video Demonstration</a>			
Visual Tracking	Immersive Reader		Google Extensions				Liner	
	<a href="#">Line Focus</a>		<a href="#">Super Simple Highlighter</a>				<a href="#">Video on How to use Liner</a>	
Magnification	Accessibility Features in device student is using			Google Extensions				
	<a href="#">PC/Laptop</a>	<a href="#">Chromebook</a>	<a href="#">Mobile Device</a>	<a href="#">Zoom for Google Chrome</a>	<a href="#">Magnifying Glass</a>	<a href="#">Hover Zoom</a>		
Clarifying Directions	Develop Videos with Quality Examples							
	<a href="#">Screencastify</a>		<a href="#">Microsoft PowerPoint</a>				<a href="#">Flipgrid</a>	







Accommodation	Recommendation for Virtual Implementation							
Preview Vocabulary & Key Points	<a href="#">Quizlet</a>	<a href="#">SMMY</a>	<a href="#">Quizizz</a>	<a href="#">Rewordify</a> <a href="#">www.rewordify.com</a>	<a href="#">Kahoot</a>	Create Informational Video <a href="#">Screencastify</a> <a href="#">Microsoft PowerPoint</a> <a href="#">Flipgrid</a>		
Peer Notetaker	Utilize same person, if possible		<a href="#">Google Drive</a>	<a href="#">Microsoft</a>	<a href="#">iPhone</a>	Provide Advanced Notes		<a href="#">Microsoft Translator</a> <a href="#">How to access</a>
Additional (Extra) Time	Check for any timing settings			Review Scheduling Demands		Strive for Mastery		
Manipulatives	Digital Manipulatives							
	<a href="#">The Math Learning Center</a>				<a href="#">National Learning Library of Virtual Manipulatives</a>			
Calculator	Online Graphing Calculator				Build into student devices			
	<a href="#">www.desmos.com</a>				<a href="#">PC/Laptop</a>	<a href="#">iPhone</a>	<a href="#">Android</a>	
Dictionaries & Thesaurus (Elem)	Word Supports			Online Dictionaries				
	<a href="#">Google/chrome</a>	<a href="#">Microsoft</a>	<a href="#">A Maths Dictionary for Kids</a>	<a href="#">Little Explorers from Enchanted Learning</a>	<a href="#">Merriam-Webster-Word Central</a>			
Dictionaries & Thesaurus (Secondary)	Word Supports			Visual Dictionary Online				
	<a href="#">Google/chrome</a>	<a href="#">Microsoft</a>	<a href="#">Visuwords</a>	<a href="#">Merriam-Webster Visual Dictionary Online</a>		<a href="#">Visual Thesaurus</a>		
Verbal Encouragement	Provide Positive Feedback							
	Email		Text			Voice Note		Video
Behavior Supports	Clear Rules				Alternative Activities & Choice		Opportunity for Movement	
					<a href="#">Design Your Own Digital Choice Board</a>			
Additional Teacher Resources								
<a href="#">Streamable Learning</a>	<a href="#">Classroomscreen</a> <a href="#">http://www.classroomscreen.com/"&gt;http://www.classroomscreen.com/</a>	<a href="#">Flipity</a>	<a href="#">Newsela</a>	<a href="#">Pear Deck</a> <a href="#">How Deck Remedy</a>	<a href="#">Text Compactor</a>			
Best Practices in the Virtual Learning Environment: Be consistent, set clear expectations, be purposeful and provide constant feedback								






# Virtual Accommodations for EB

 Domain	 Scaffold	 Synchronous	 Asynchronous	 Online Tools
Listening B, I, A, AH	<p>Realia</p>	<p>Show realia during a virtual meeting or lecture. Virtual realia allows students to interact with 3D or virtual reality representation of realia.</p>	<p>Student scavenger hunt or show and tell activities are great ways to include realia and practice speaking and listening. Students can take a picture and record a video. Students listen and respond to one another's video.</p>	<p><a href="#">Google Meet</a></p> <p><a href="#">Zoom</a></p> <p><a href="#">Discovery Education</a></p> <p><a href="#">Virtual Field Trips</a></p> <p><a href="#">Flipgrid</a></p> <p><a href="#">Seesaw</a></p>
	<p>Images</p>	<p>Share a screen/presentation or hold up photos during a virtual meeting.</p>	<p>Students view a self-paced slideshow or picture dictionary. Students can use the slideshow or picture dictionary to complete activities or project on a topic.</p>	<p><a href="#">Google slides</a></p> <p><a href="#">Nearpod</a></p> <p><a href="#">Book Creator</a></p> <p><a href="#">Jamboard</a></p> <p><a href="#">Google Earth</a></p> <p><a href="#">Mentimeter</a></p>
	<p>Videos &amp; Films</p>	<p>Share specific segments during a virtual meeting.</p>	<p>Assign students to independently view the video.</p>	<p><a href="#">Ed Puzle</a></p> <p><a href="#">ESL Video</a></p> <p><a href="#">Discovery Education</a></p> <p><a href="#">Brain Pop</a></p> <p><a href="#">Brain Pop ELL</a></p> <p><a href="#">Adobe Spark</a></p>

 Domain	 Scaffold	 Synchronous	 Asynchronous	 Online Tools	 Tutorial Videos
Speaking B, I, A, AH	<p>In a whole group</p>	<p>Incorporate structured dialogue (GSSSA).</p>	<p>Students respond after watching a teacher-created lesson and comment through different modalities.</p>	<p><a href="#">Google Meet</a></p> <p><a href="#">Zoom</a></p> <p><a href="#">Pear Deck</a></p> <p><a href="#">Flipgrid</a></p> <p><a href="#">Padlet</a></p>	<p><a href="#">Google Meet</a></p> <p><a href="#">Zoom</a></p> <p><a href="#">Pear Deck</a></p> <p><a href="#">Flipgrid</a></p> <p><a href="#">Padlet</a></p> <p><a href="#">Google Docs</a></p> <p><a href="#">Google Slides</a></p>
	<p>In pairs, partners, triads, or small groups</p>	<p>Structured dialogue in virtual breakout rooms</p>	<p>Students share videos on a topic and respond to one another's video using sentence frames.</p>	<p><a href="#">Dice Talk</a></p> <p><a href="#">Flipgrid</a></p> <p><a href="#">Padlet</a></p>	
	<p>Cooperative Group Structures</p>	<p>Students work in assigned breakout rooms with specific roles to complete the speaking task in a jigsaw.</p>	<p>Students use different platforms to contribute a response to a task. Group members can use Google docs to organize their thoughts/ideas and add audio to present their section in Google slides.</p>	<p><a href="#">Google Meet</a></p> <p><a href="#">Zoom</a></p> <p><a href="#">Google Docs</a></p> <p><a href="#">Google Slides</a></p> <p><a href="#">Pear Deck</a></p> <p><a href="#">Flipgrid</a></p> <p><a href="#">Padlet</a></p>	





*What benefits do  
you see as a result of  
using these tools?*

*Benefits*

- *Re*
- *peers*
- *Ind*

# Exit Tickets



I used to think...  
But now I know...



T H A N K Y O U

*¡Mil gracias!*





# References

- Accommodation Central: <http://acentral.education/>
- District and Campus Coordinator Resources: <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM>
- Learner Variability: <https://lv.digitalpromiseglobal.org/>
- Recommendations for Virtual Implementation of Accommodations: <https://tinyurl.com/ROESCSPEDLivebinder>
- TEA 2020-2021 Accommodation Resources: <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>
- Universal Design for Learning Guidelines <http://udlguidelines.cast.org>
- Virtual Supports and Accommodations for English Learners: <https://www.esc1.net/Page/4571>



# Making Language and Content Accessible for Emergent Bilingual Students with Special Needs

WS# 201731 Remote Check-In Code: #DLUpdate

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