

Protocol #1 sets the stage for a conversation among the team members to articulate and discuss their individual and collective beliefs and assumptions about math instruction for students with disabilities.

Protocol #1: Shared Beliefs About Mathematics Instruction for Students with Disabilities

The primary purpose of this protocol is to support the leadership team's initial conversation about beliefs and assumptions regarding math instruction for students with disabilities. Both shared and differing beliefs are surfaced in an effort to engage the team in a conversation to work toward a commonly held set of beliefs and assumptions.

Protocols #2 & #3 complement each other by serving to ensure that Leadership Team members establish a shared body of knowledge about both special education and mathematics instruction. Each protocol uses specific activities to prompt several important conversations among Leadership Team members that are important in laying the groundwork for Protocols 4 & 5 – using concrete examples to consider math instruction for students with disabilities.

Protocol #2: Essential Understandings About Students with Disabilities

The primary purpose of this protocol is to provide an opportunity for leadership team members to ensure that they have a common understanding of the demands, difficulties and needs of students with disabilities in mathematics, and to broaden the teams' knowledge of the IEP as an instructional tool.

Protocol #3: Essential Understandings About Rigorous Mathematics Instruction

The primary purpose of this protocol is to provide an opportunity for leadership team members to ensure that they have a common body of knowledge about rigorous mathematics instruction. Special attention is given to the integration of the content with the Standards for Mathematical Practice from the 2011 Massachusetts Curriculum Framework.

Protocols #4 & #5 bring together the previous thinking and work around students with disabilities. After the theoretical discussions in the first three protocols, participants have the opportunity to delve into concrete examples. Protocol 4 focuses on one student with disabilities. Protocol 5 introduces several students in order for the leadership team to think about how to plan robust Tier 1 instruction that meets all of their needs.

Protocol #4: Aligning Barriers and Strategies

The primary purpose of this protocol is to provide a clear process that could be replicated for teachers for supporting a student with disabilities in math. Participants use student work, a math content standard, a math practice standard and a section of one student's IEP to think about both the barriers that students with disabilities might face and accommodations and modifications to address those barriers.

Protocol #5: Responding to a Range of Learning Needs

The primary purpose of this protocol is to familiarize team members with a frame of reference for planning for an entire classroom of students. Team members look at additional student work samples of the math problem from Protocol #4 and discuss ways to balance the strengths and needs of a variety of students, the intended mathematics goals and ways of engaging with the mathematics using a selection of strategies.