

Facilitator Notes – Protocol 5

Using an Accessibility Framework to Support a Group of Students

Time, Format & Materials	PPT Slides	Description	Comments to Facilitator
<p>15 min. Whole group</p> <p><i>HO 5.1 (for facil only)</i></p> <p><i>HO 2.2 (optional)</i></p>	<p>2</p> <p>3 – 4</p>	<p>Getting Started:</p> <ul style="list-style-type: none"> • Review HO 2.2: <i>Summary of the Protocols</i> to set some context for today’s protocol and to briefly talk about how it fits within the set of the 5 protocols. • Go over goals and agenda (PPT slide) • Revisit parking lot questions from last time – any that you want to address during the meeting today? (Don’t have to answer them now, but can flag ones that you hope to discuss/answer during today’s mtg.) 	
		<p>Making Modifications for Kym</p> <ul style="list-style-type: none"> • Team members take a few moments to review Kym’s description, IEP and work to recall where the discussion left off at the last protocol. • Review / Summarize where you left off in the discussion from the prior protocol: <ul style="list-style-type: none"> ○ <i>What strategies were suggested for Kym? Why?</i> 	<p><i>Since this protocol follows directly from the prior one, it may be helpful to help review with the team Kym’s specifics and the main points of the prior discussion about Kym.</i></p>
<p>25 min. Individually</p> <p><i>HO 5.2</i></p> <p><i>HO 5.3</i></p>	<p>5</p>	<p>Consider 3 Other Students</p> <ul style="list-style-type: none"> • Distribute HO 5.2: <i>Descriptions and Work for 3 More Students</i> and HO 5.3: <i>Looking at Student Work for 3 More Students</i>. • Team members individually read the profiles and student work, and note any learning strengths and demands/difficulties for each student on the first 	

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		<p>page of HO 5.3.</p> <ul style="list-style-type: none"> • They then jot down 1-2 ideas for ways to change the problem to avoid unintended barriers for at least two of the four students. (Second page of HO 5.3) 	
Whole group	6	<ul style="list-style-type: none"> • Discuss the questions on slide 8: <ul style="list-style-type: none"> ○ <i>Do these students share any learning strengths? If so, what?</i> ○ <i>Do these students share any demands or difficulties in common? If so, what?</i> ○ <i>Who else will be helped by the modifications for Kym, and why?</i> 	
<p>25 min. In pairs</p> <p><i>Sets of strategy cards (see HO 5.4)</i></p>	7 - 8	<p>Choosing and Aligning Strategies</p> <ul style="list-style-type: none"> • Introduce the goals of the Strategy Cards activity (slide 7) and the directions (slide 8). • Distribute one set of strategy cards to each pair (or if your group is small, maybe 3-4 people, one deck for the group will suffice). • Pairs work together using the Strategies Card Activity to choose 2 strategies that they feel would work best support the four students based on their work on the Candies pre-assessment. 	<p><i>Now that the team has collected data related to the students, to the mathematics task and about potential barriers, they are ready to identify and align strategies for the four students.</i></p>
Whole group	9	<ul style="list-style-type: none"> • In the whole group, discuss your choice of 2 strategies and your reasons for why you made these 	<p><i>Emphasize that the purpose for selecting only 2 strategies is to push the team to make a clear decision as to what works best for these students. While this</i></p>

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		<p>selections:</p> <ul style="list-style-type: none"> ○ <i>What strategies did you choose to help multiple students?</i> ○ <i>Explain who you think the strategy would benefit, and why.</i> 	<p><i>choice can be difficult, too many strategies may lead to an overwhelming number of variations for the teacher to manage.</i></p>
<p>25 min. Individually or in pairs</p>	<p>10 11</p>	<p>Identifying Additional Strategies</p> <ul style="list-style-type: none"> ● Show slide 10 to move the discussion into talking about strategies not just for the 4 focal students, but for the whole class. ● Participants will now need HO 4.8 that they were asked to read prior to the meeting. ● Individually or in pairs, team members review the article to choose 1 strategy they feel would benefit a large number of students (slide 11). 	
<p>Whole group</p>	<p>11 (con't.)</p>	<ul style="list-style-type: none"> ● As a whole group, discuss: <ul style="list-style-type: none"> ○ <i>Are there some modifications that have been made for Kym that would benefit the entire class?</i> ○ <i>Do any strategies stand out for you that might serve more students than another? (This might include other students in the class who are not part of this group of 4.) If so, explain.</i> 	<p><i>Have team members indicate which students they are supporting.</i></p>
	<p>12 - 13</p>	<ul style="list-style-type: none"> ● Summarize the Accessibility Framework shown on slides 12 and 13. 	

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<p style="text-align: center;">30 min.</p> <p style="text-align: center;">Individually</p> <p style="text-align: center;"><i>HO 5.4</i></p>	14	<p>Pulling It All Together</p> <ul style="list-style-type: none"> • Use slide 14 to frame the final 30 minutes for the group. • Distribute HO 5.5: <i>Individual Reflection</i>. Give team members 7-8 min. to individually reflect and write. 	<p><i>In this last section, team members have the opportunity to reflect individually, then share with the group how they are seeing these protocols informing next steps for your team.</i></p> <p><i>Make clear to the team that the assumption of this protocol is that at least one other meeting will follow this one, and that the purpose of that meeting will be to plan next steps for sharing this work with colleagues.</i></p>
Whole group		<ul style="list-style-type: none"> • Come back together as a whole group, and do a go-around to give each person an opportunity to share one big takeaway from these meetings. 	
		<ul style="list-style-type: none"> • Take a few minutes to capture thoughts that you would like to dig into at a next planning meeting. 	
	15	<ul style="list-style-type: none"> • Solidify the date and time of your next meeting. 	

Resources

The following resources informed the development of this session and can be used to extend this work:

- Massachusetts Department of Elementary and Secondary Education. (2011). Massachusetts Curriculum Frameworks in Mathematics (ESE Website)
- IEP Process Guide (ESE Website)
- The Massachusetts Tiered System of Support (MTSS) (ESE Website)
- FREE Summer PD: Professional Development Institutes (PDIs) (ESE Website)
- FREE School Year PD: MA FOCUS Academy (ESE Website)
- Explorations of the 2011 Math Frameworks (ESE Website)

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- Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (ESE Website)
- Inside Mathematics <http://www.insidemathematics.org/>
- The Connection Between Memory and Learning http://www.fdhkids.com/docs/connection_between_wm_and_learning.pdf
- Allsopp, David, Kyger, Maggie, Lovin, LouAnn. *Teaching Mathematics Meaningfully*. Baltimore: Paul H. Brookes Publishing Company, 2007.
- CAST Universal Design for Learning <http://www.cast.org/>
- Assisting Struggling Students with Mathematics: Response to Intervention for Elementary and Middle Schools http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf
- EDC Project: *Building District Capacity to Improve Mathematics Learning by Students with Special Needs* http://www.edc.org/projects/building_district_capacity_improve_mathematics_learning_students_special_needs
- EDC Project: *Addressing Accessibility in Middle School Mathematics* <http://www2.edc.org/accessmath/>
- Tools for the Common Core Standards <http://commoncoretools.me/tools/>

Final Note: There are a lot of resources in this collection of protocols that could be expanded, pulled out and used as a workshop to be used in other professional development situations, time could be expanded on activities. Pieces could be pulled out and delved into more (deck of cards, math examples in protocol 3, more articles, more MPs. They are designed to be flexible enough to be used if you want to spend more time.