

Mathematics and Special Education Leadership Protocols

Protocol 5: ***Responding to a Range of Learning Needs***

Developed in collaboration with the MA DESE,
the MA Math Support Specialists' Network and
Education Development Center, Inc.

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Clarifying the Work of the Team

- ★ 1: Shared Beliefs About Mathematics Instruction for Students with Disabilities
- ★ 2: Essential Understandings About Students with Disabilities
- ★ 3: Essential Understandings About Rigorous Mathematics Instruction
- ★ 4: Aligning Barriers and Strategies
- ★ 5: *Responding to a Range of Learning Needs*



Protocol 5 Goals

- ★ Deepen understanding of the importance of a process for aligning appropriate accessibility strategies with students' strengths and difficulties, the goals of the mathematics task, and the potential barriers for students;
- ★ Learn how to use the Accessibility Framework as a reference for choosing effective instructional strategies for a diverse group of learners to plan for rigorous mathematics instruction.



Agenda

- ★ Getting Started / Review Kym's Information
- ★ Consider 3 Other Students
- ★ Choose and align strategies for these 4 students
- ★ Choosing strategies to benefit many students
- ★ Putting it all together
- ★ Wrap up, next steps



Consider 3 More Students

1. Read the profiles for 3 more students.
2. Note any learning strengths and demands/difficulties for each student on the first page of the handout *Looking at Student Work for 3 More Students*



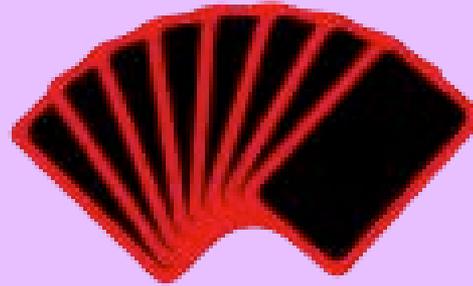
Consider 3 Other Students

- ★ *Do these students share any learning strengths? If so, what?*
- ★ *Do these students share any demands or difficulties in common? If so, what?*
- ★ *Who else will be helped by the modifications for Kym, and why?*





Strategy Cards Activity



Goals:

- ★ To *align* strategies with specific student difficulties
- ★ To consider a wide variety of strategies





Strategy Cards Activity



1. Draw 4 cards from the deck.
2. Look for strategies that you think would serve more than one of the students. Find two strategies that you think are a good match for at least 2 of these students.
3. Remember to focus the strategies on helping these students *show or describe their work*.
4. You can replace strategy cards you don't want with new cards from the deck, or from the "discards" pile.
5. Rejected cards go face up in the middle so others can use them.



Modifications That Serve Multiple Students

- ★ What strategies did you choose to help multiple students?
- ★ Explain who you think the strategy would benefit, and why.





Modifications That Serve Multiple Students

When selecting and prioritizing strategies to use for a lesson, consider those strategies you feel would benefit the most number of students – in this case, the four focal students here as well as others in this fictitious class.





Modifications That Serve Multiple Students

Refer to HO 4.8.

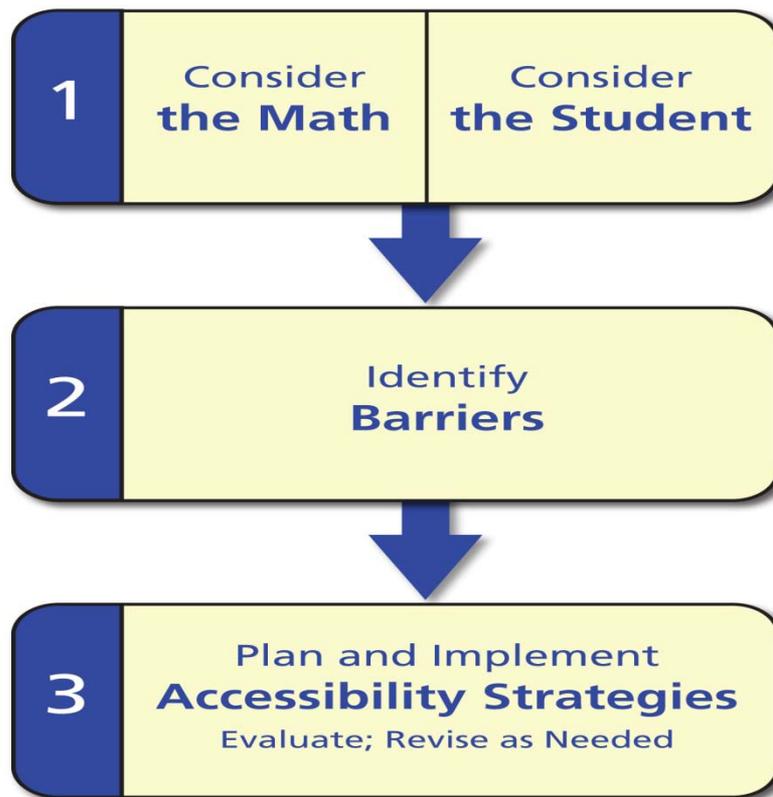
- ★ *Are there some strategies that have been used for Kym that would benefit the entire class?*
- ★ *Do any strategies stand out for you that might serve more students than another? (This might include other students in the class who are not part of this group of 4.) If so, explain.*



Math Accessibility Framework

To provide high-quality, accessible math instruction, we need to **align** the areas in this Framework.

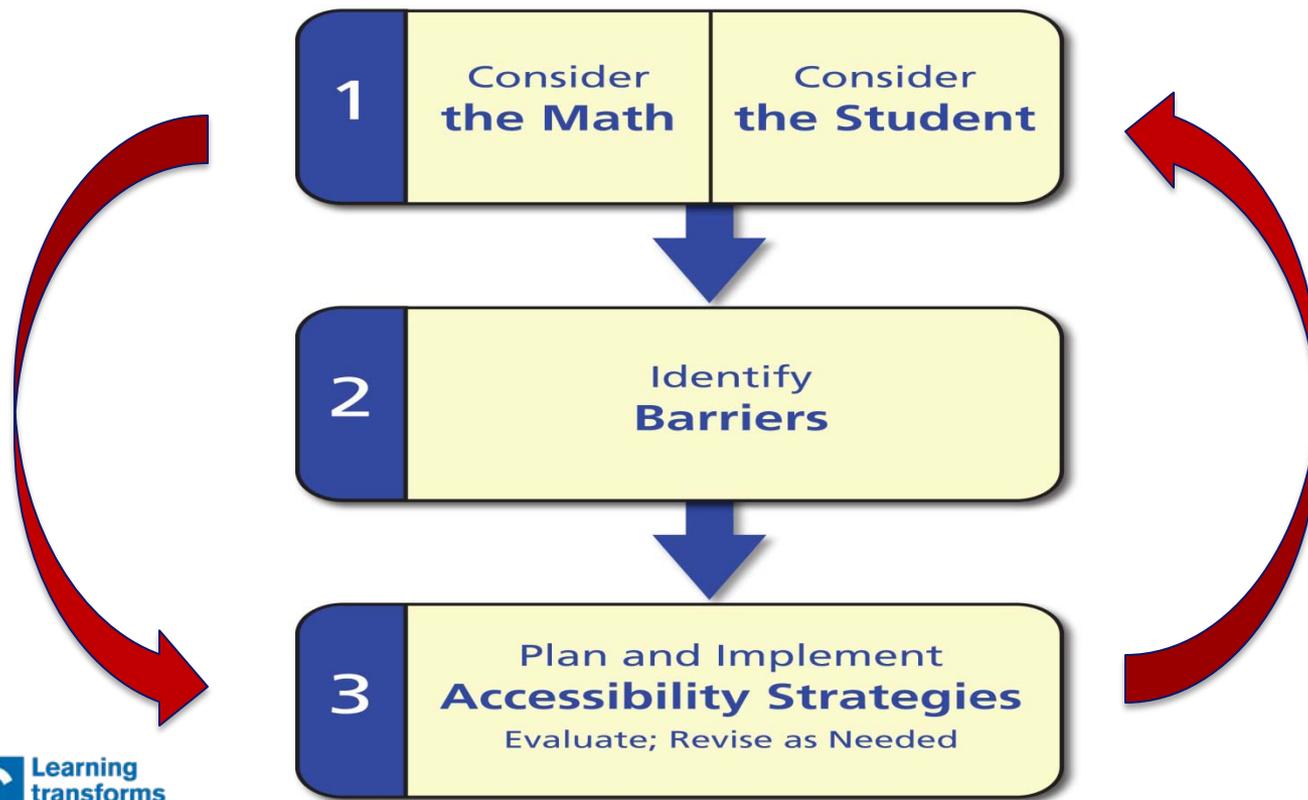
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Math Accessibility Framework

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Putting It All Together

In the final 30 minutes, we will:

1. Use the Individual Reflection handout to write down your thoughts after completing the 5 protocols.
2. Share your reflections with team members.
3. Take a few minutes to capture thoughts that you would like to focus on and bring to the next meeting.



Wrap Up

- ★ Review the date and time of your next meeting to discuss next steps for sharing this work with colleagues.

Thank you for your hard work
on behalf of our students.

