

Math and Special Education Leadership Protocols - Protocol 5 Overview

Using an Accessibility Framework to Support a Group of Students



Guiding Question: *How can you use a math accessibility framework to support and plan for a group of students with diverse learning needs?*

Purpose

The primary purpose of this protocol is to provide a clear process that can be replicated with teachers for planning robust mathematics instruction for a group of learners with diverse learning needs.

Snapshot Description

In this protocol, the focus is on how to use the knowledge of a selection of diverse learners who are in the same class to effectively plan for mathematics instruction. The Leadership Team will use concrete examples of student work to learn about an Accessibility Framework. They will look at potential barriers to the students' learning of mathematics and the importance of alignment between those barriers and accessibility strategies.

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.

Who Should Facilitate This Session?

Recommended facilitator is the mathematics coordinator / coach / teacher leader.

Time Estimate 2 hours

Equipment, Resources, and Tools Needed: (Handouts are 1 per person unless otherwise noted)	Preparation:
<ul style="list-style-type: none">• A way to project PPT slides• <i>Talking points for Protocol 5 PPT slides</i> – 1 for facilitator• HO 2.2: <i>Summary of the Protocols</i>• HO 4.8 from the prior protocol• HO 5.1: <i>Descriptions and Work for 3 More Students</i>• HO 5.2: <i>Looking at Student Work for 3 More Students</i>• HO 5.3: <i>Strategy Cards</i>• HO 5.4: <i>Individual Reflection</i>	<ul style="list-style-type: none">• Make handouts• Cut out and make decks of Strategy Cards (about 1 deck per 3 people) – see HO 5.4.

Math and Special Education Leadership Protocols - Protocol 5 Overview
Using an Accessibility Framework to Support a Group of Students

Tips and Notes Before You Begin:

- 1) This protocol builds very directly from where the previous one left off. Therefore the first part of the protocol includes a brief review of Kym's description, IEP and work to help refresh everyone's memories. You may want to have extra copies of these three resources, in case participants do not bring their copies with them.
- 2) Note that the final half hour of the protocol is devoted to giving the team a chance to reflect and pull together their thoughts about the collection of activities and discussions in all five protocols. Be sure to structure things to allow time for this final exercise, as it serves as an important bridge to further discussions about next steps in your district.