

Talking Points for Protocol 5 PowerPoint Slides

Handout 5.1

For use by the Protocol 5 facilitator

Note: Not all slides have talking points provided.

Slide	Talking Points
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7	We'll use this "Strategy Cards" activity as a way to explore different accommodation strategies that would best serve this collection of four students.
8	Clarify the rules: You are looking for strategies that serve multiple students at the same time. If you can find a strategy that you think serves all four students, that's the best situation. However, finding a strategy that serves at least two students is also sufficient for this exercise.
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10	The text in the white box is a key point to think about when prioritizing and selecting accommodation strategies for a classroom.
11	Refer back to your handout (4.8) from the last protocol that you read, and look for one other strategy that you feel would benefit a large number of students in this fictitious class.
12	Over the past several protocols, we've been working through the various elements of this Math Accessibility Framework. Protocol 2 – the one in which we looked at the 6 areas of demand and difficulty, focused on Language and Memory, and learned more about the IEP – was our work around "Consider the Student." Protocol 3 – the one in which we looked at the Standards for Mathematical Practice, watched the video, and focused on math practice #3 (construct viable arguments and critique the reasoning of others) – was our work around "Consider the Math." The last two protocols have introduced the last element: considering not only a student's challenges, but also his or her learning strengths, and using that information in conjunction with information about the demands of the mathematics content to identify accessibility strategies that will maintain the rigor of the mathematics – and

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	not water it down.
13	Though this framework is shown initially as being linear, it is more cyclical in nature. As you plan and implement accessibility strategies, you are constantly reconsidering the math and the students to try other strategies that may be more effective.
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