Guiding Questions for Planning Accessibility Strategies

Goals
- Making the mathematics more accessible to diverse learners
- Increasing the chances of learner success
- Building on the students' strengths
- Helping students to become independent, active learners

Cautions
- Changing the task so much that you lose the important mathematics
- Setting expectations too low
- Having students become dependent, passive learners

Identifying Potential Barriers
- What are the important mathematical goals, concepts, and skills?
- What prerequisites do students need? What prerequisites are students missing?
- What are the areas of difficulty and the common misconceptions for this content?
- What is the match or mismatch between the lesson demands and the students' strengths and needs?
- What tasks may cause barriers for students? Are these tasks essential to the math goals?

Planning and Implementing Accessibility Strategies
- What strategies would be a good match to both the math goals and the students' strengths and needs?
- Do the strategies retain the important math goals and help the students understand them?
- Do the strategies build on the students' strengths?
- Do the strategies provide scaffolding for areas of need?
- Do the strategies set appropriate expectations for student performance?
- Are the strategies reasonable and realistic for the teacher(s) to prepare and implement?
- How will the strategies be used in the classroom? Will they be used with an individual student, several students, or the whole class?
- If there is more than one adult in the classroom (such as a math teacher and a special educator) what are each teacher's roles in preparing and implementing the strategies?

Evaluating Accessibility Strategies
- Did the students exhibit understanding of the important mathematics? (Evidence could include class participation, analysis of student work, observations, and interviews.)
- Did the strategies appear to reduce the students' frustration or confusion with the tasks?
- Did the strategies help to prepare the students for subsequent lessons?
- Is there a need to revise the strategies or the goals and expectations for the students?   If so, how would you revise them?