

## Making Mathematics Accessible

### *A Three-Day Professional Development Workshop Series for Teams of Mathematics Teachers and Special Educators*

#### GOALS

- Provide teachers with approaches and strategies for making mathematics more accessible to a wide range of students, particularly those with learning disabilities.
- Deepen teachers' understanding of the kinds of difficulties students have with mathematics content, focused on the patterns and algebra standards.
- Strengthen collaboration between mathematics teachers and special educators.
- Utilize the *Accessibility Planning Tools* to enable teachers to apply strategies to their specific situations — their curricula, students, and school context.

#### DESCRIPTION

In this series of three full-day workshops, teachers learn ways to **make mathematics accessible to a range of diverse learners, while still maintaining high standards and the integrity of the mathematics.**

Each session includes a variety of hands-on activities, including solving math problems, examining student work, watching classroom videos, trying sample strategies, and collaborative planning. Teachers will build their own knowledge of students with disabilities, the patterns and algebra strand, effective strategies, and collaborative practices. Teachers will work together to plan accessibility strategies for lessons from their mathematics curricula, and leave with ideas to try with their students. Through in-classroom applications, participants will apply ideas from the course with their students. For example, teachers will use an accessibility strategy with students, collect work samples, and reflect on how the strategy worked. In the second and third sessions, participants will bring in student work samples and discuss their experiences with colleagues.

#### AUDIENCE and APPLICATION

The workshop series is intended for **pairs of classroom mathematics teachers and special education teachers who are teaching mathematics to the same group of students.** If you and a colleague are interested in the series, please contact your SCMI district lead. (One pair of collaborating teachers will be accepted from each participating district; additional pairs of collaborating teachers may be accepted if space is available.) Applications from district leads are due online by **Wednesday, January 12, 2011.**

#### TIME and LOCATION

Three sessions (on Wednesday, February 2, Wednesday, April 6, and Wednesday, May 11), from 8:30 AM to 3:30 PM, at the South Cook Intermediate Service Center, 245 West Joe Orr Road, Chicago Heights.

#### FACILITATORS

Amy Brodesky and Anna McTigue of the Education Development Center, Inc. (EDC) will facilitate the workshop series. They developed and field-tested the series with over 350 teachers with a grant from the National Science Foundation.

- Anna McTigue, Ph.D. has over twenty years of experience working in special education as a teacher educator, administrator and special education teacher. Her areas of expertise and interest are secondary special education, teacher preparation and professional development, and urban education.
- Amy Brodesky, M.Ed. has been the project director for the Addressing Accessibility in Mathematics project for the past ten years. At EDC, she has worked on a variety of mathematics education projects including middle school math materials, educational software and professional development programs.

#### QUESTIONS

If you would like more information about the workshop series or have any questions about the application process, please contact SCMI Senior Coach Joanne Baker at [jbaker@uic.edu](mailto:jbaker@uic.edu).