**![C:\Users\jweir\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SOK8BABL\MP900408982[1].jpg]() ![C:\Users\jweir\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZSNL0INK\MC900233966[1].wmf]()Accessibility Guidelines ![C:\Users\jweir\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SOK8BABL\MC900089110[1].wmf]()**

Accessibility in the math classroom means that the content of the lesson was easy to comprehend or perhaps that the student could identify the main goals of the lesson. To provide unrestricted access to all students, teachers should:

1. **Collaborate** with colleagues to plan, problem solve, and reflect on experiences.
2. **Find out** about students’ strengths and difficulties as math learners by using informal and formal assessments.
3. **Identify** math goals, lesson demands, and priorities for student learning.
4. **Align strategies** with students’ strengths, needs, and math goals, taking care to maintain the integrity of the math content.
5. **Plan** for a continuum of learners. **Differentiate** instruction to meet the varied needs, strengths, and interests of your students.
6. **Be proactive** by anticipating barriers and planning strategies to use as needed. **Be flexible** about changing plans and strategies to meet unanticipated needs.
7. **Make accommodations** to lessons and assessments so that students can show what they know without being impeded by disabilities.
8. **Provide support** but also **promote student independence** and self-advocacy.
9. **Gather evidence** of the effectiveness of strategies and reflect on strategies tried.

**10. Create a supportive classroom culture** that is respectful of learner differences and that allows students to feel comfortable taking risks.