



The University of Texas at Austin  
Charles A. Dana Center

# CBMS Mathematics Taskforce Toolkit

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May 2019



The University of Texas at Austin  
Charles A. Dana Center

# Outcomes

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## Participants will...

- Understand and prepare to use the *Math Task Force Toolkit* and other resources.

## Parking Lot:

- What would you like to ask a veteran user of similar toolkits?

# Intro to Math Task Force Process by Objectives

## Mathematics Task Force Process by Objective

**Purpose:** This tool summarizes the full process to develop and publish recommendations by the State Mathematics Alignment Task Force and provides suggestions for activities to support the process.

**Users:** State Leadership Team

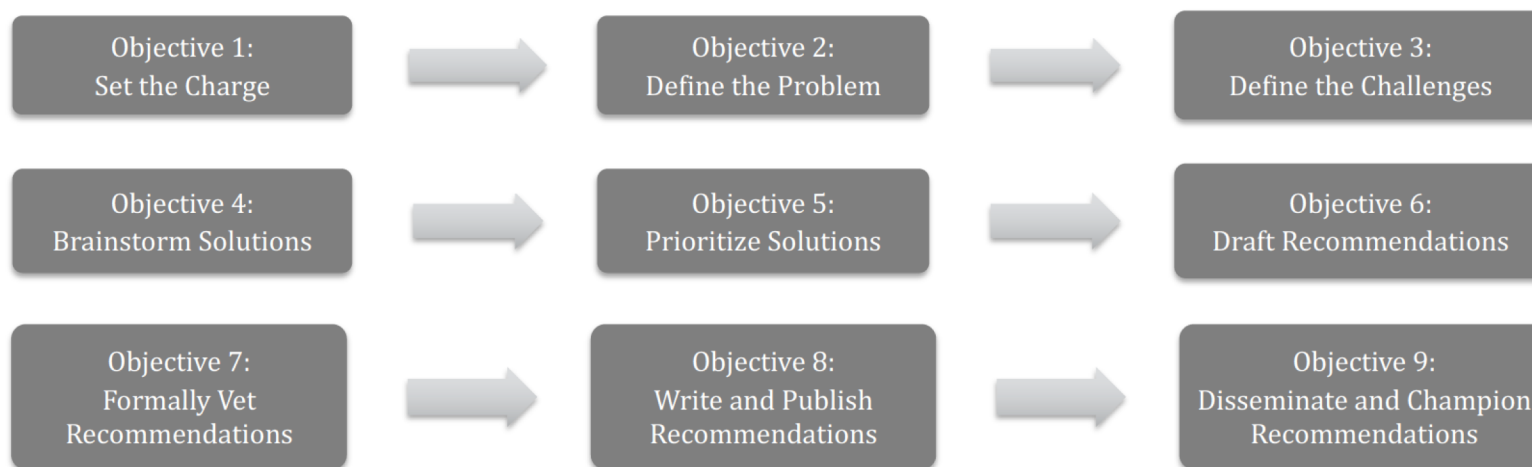
**Instructions:** Review the objectives and suggested activities to understand the full process. Objectives might be met through a combination of in-person meetings, individual and small group assignments, virtual meetings, and email communications. As you plan how you will meet the objectives, use the last column to document your timeline and to capture key ideas.

**\*Deliverables** are noted in the table for state- or region-level implementation with support from the Dana Center.

Consider the following suggestions when making the timeline for your deliverables:

- Coordinate with related initiatives.
- Determine the best times in the academic calendar to engage people with new ideas.
- Introduce the recommendations at an important event.

### Math Task Force Process At-A-Glance



# Intro to Math Task Force Process by Objectives

| Objective 1  | Surface concerns and hopes for improvement of secondary to postsecondary mathematics alignment. Establish and communicate a charge for the task force.  |  |                    |
|--|---|--|--------------------|
| Suggested toolkit resources  | State K-12 and Higher Education Context; Identifying Task Force Members; Setting the Charge; Effective Meeting Checklist; Secondary to Postsecondary Mathematics Alignment Resource List; Secondary to Postsecondary Mathematics Alignment Slide Deck; Effective Strategies and Messaging for Communication and Engagement  |  |                    |
| Preparation  | Suggested Activities and Resources  | Progress Check: Are you ready to move on?  | Timeline and Notes |
| <p>State Leadership Team:<br/>Create a draft charge using the <i>Setting the Charge</i> template.</p> <p>Complete <i>State K-12 and Higher Education Context</i>.</p> <p>Suggested assignment for members: Read <i>Identifying Task Force Members</i></p> <p>Possible homework: Select one key reading from the <i>Secondary to Postsecondary Alignment Resource List</i>.</p> | <p>Call to action: Recruit, invest, mobilize, and empower task force members.</p> <p>Finalize the formal charge.</p> <p>Build a common understanding about the state context and issues affecting mathematics alignment.</p> <p>Share information about related initiatives in your state and define how the task force fits in.</p> <p>Discuss concerns and hopes for the task force.</p> <p>Discuss a communication plan to build awareness of the task force work.</p> | <p>Do all task force members understand the charge and their individual roles in both establishing recommendations and helping to communicate and champion those recommendations?</p> <p>Do you have a plan for how information about the math task force will be disseminated across districts, institutions, and stakeholder groups?</p> |                    |
| <p><b>* Deliverable:</b> Submit a formal charge written for an external audience to the Dana Center via your state's UTBox folder.</p>   |   |  |                    |



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# Access to all Task Force Toolkit Documents

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Find these documents:

- Process by Objective
- Setting the Charge
- Identifying Task Force Members
- Communication and Engagement Strategies

**[bit.ly/MathAlignment2019-2020](https://bit.ly/MathAlignment2019-2020)**

# At-A Glance Timeline

- High-level overview of the timeline for the Math Task Force Process.
- We will use this overview to develop a customized timeline for each cohort between now and next fall.

High School to College Mathematics Pathways: Preparing Students for the Future  
Task Force Work Plan May 2019 – October 2020

| Activity         | Goals to Achieve  | Timeline                     |
|------------------|---|------------------------------|
| Forum            | Objectives 1&2: Draft charge and problem statement  | May 2019                     |
| State Teams Work | Recruit task force members.<br>Objective 1&2: Finalize charge and problem statement.<br>Objective 3 and 4: Have meeting(s) to define the challenges and link them to potential solutions.   | May – August, 2019           |
| Deliverables     | Submit a formal charge written for an external audience to the Dana Center via your state's UTBox folder.<br>Submit to the Dana Center a 2-page brief for an external audience, summarizing the problems and the evidence for those problems.         |                              |
| Virtual Check-in | Discuss Objectives 3 & 4: Informally vet challenges and solutions with other state groups.  | August, 2019                 |
| Deliverable      | Submit informal notes about challenges and solutions for state cohort discussions   |                              |
| State Team Work  | Objective 5: Prioritize solutions   | August – November, 2019      |
| Virtual Check-in | Objective 5: Present and finalize prioritized solutions   | November, 2019               |
| Deliverable      | Submit vetted solutions to the Dana Center for review.  |                              |
| State Team Work  | Objective 6 and 7: Draft recommendations, formally vet recommendations in small groups  | November, 2019 – March, 2020 |
| Deliverable      | Submit the proposed recommendations in the template to the Dana Center for review.  |                              |
| Virtual Check-in | Objective 7: Formally vet recommendations in state small groups.  | March, 2020                  |
| State Team Work  | Objective 8 and 9: Write the outline and first draft of the Task Force Report which includes the state context, charge, definition of the problem, challenges, solutions, and recommendations. Draft Plan of Action for dissemination and engagement. | March – July, 2020           |
| Virtual Check-in | Objective 8 and 9: Review outlines and first drafts of the Task Force report, revise the Task Force Reports and Plan of Action with state small groups.   | July, 2020                   |
| Deliverable      | Submit the full document of task force recommendations to the Dana Center for review prior to publication.  |                              |



# Parking Lot

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**What would like to ask  
someone who has  
used a similar  
process?**



Write your questions on post-its and put them on the parking lot posters in the room.



# Defining the Problem and Setting the Charge

Use the toolkit document  
“Setting the Charge”

Begin to outline the charge  
of your task force, which  
includes further defining  
your problem.

New and helpful document  
added to toolkit – a sample  
problem statement:  
“WA Charge” and Problem  
Statement

## Setting the Charge

**Purpose:** This document is designed to help develop and establish a formal charge for the secondary to postsecondary mathematics alignment task force. An effective charge clearly communicates the task force’s goals and areas of work.

**Users:** State Leadership Team

**Instructions:** Use this template to guide the development of a charge for the task force. An example from another state is provided to help inform this process. State Leadership Teams will finalize their charge at the CBMS High School to College Mathematics Pathways Forum in May.

| Guiding Questions  | Notes |
|--|-------|
| What is the current problem(s) in your state that increasing secondary to postsecondary mathematics alignment will address?  |       |
| What are the essential goals/areas of work? <ul style="list-style-type: none"><li>Increasing success in mathematics?</li><li>Improving rates of college readiness and preparedness for all mathematics pathways?</li><li>Alignment of secondary and postsecondary mathematics?</li></ul> Are there particular policies, such as graduation requirements or placement, that need attention? |       |
| What is the name of the task force?  |       |
| What are the anticipated deliverables and timeline to accomplish goals?<br>How and when will the task force release recommendations and/or other reports?  |       |

# Defining the Problem and Setting the Charge

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## Deliverables at the end of the Forum:

- Draft of/notes about problem statement and task force charge.

## Deliverables by June 1:

- Submit a formal charge for your task force *written for an external audience.*
- Submit a (no more than 2-page) problem statement *written for an external audience.*

State Team Leaders upload to:

**bit.ly/MathAlignmentArizona**

# Parking Lot Questions

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**WHO should be on the Task Force?**

**Students?**

**Presidents/**

**Superintendents?**

**Membership diversity?**

**Who are we likely to overlook?**

**Can't just be math dept!**

**HOW do we effectively run the task force?**

**Frequency of meetings?**

**Timing of meetings?**

**Ensure consistent participation?**

**Does virtual work?**

**Supports needed? (Time to attend, funding to attend, etc...)**

# Parking Lot Questions

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## Successes:

- **What are the best practices to make the team efficient and effective?**
- **How to we prioritize/focus enough to be productive?**
- **How do we align with other initiatives?**

## Challenges:

- **What is the biggest threat/hurdle? How do you handle it?**
- **What are the political pitfalls?**
- **What would you do differently?**

# Parking Lot Questions

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## Building Trust

**How do you build consensus?**

**How do you repair or build trust?**

**How do you build “ownership” by all involved?**

## Influence

- **How do you build buy-in/get support/influence from all stakeholders?**
- **Stakeholders: Teachers, faculty, state leaders, politicians, community...**

# Parking Lot Questions

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## Role of the Leadership Team

What is the leadership model?

How do we effectively distribute the work?

**What is the funding for this work??**



# Action Planning: Immediate and Near Future

| State Task Force Action Planner  |                    |          |                                    | CBMS Pathways Forum  |
|--|--------------------|----------|------------------------------------|--|
| Immediate Actions: <b>By June 1st</b>  |                    |          |                                    | May 2019   |
| Action   | Person Responsible | Deadline | Needed Resources                   | Potential Challenges   |
| Finalize list of Task Force Members, submit list to UT Box in your state folder.   | Team Lead          | June 1   |                                    | Schedules can be an issue – be sure to plan a timeline to share and be clear about commitment of time. |
| Finalize the task force charge and write problem statement, submit to UT Box in your state folder.<br>*these documents will be made available publicly | Team Lead          | June 1   | backing from institutions involved | Make sure to have key stakeholders read draft statements.  |
|  |                    |          |                                    |  |
|  |                    |          |                                    |  |
|  |                    |          |                                    |  |
|  |                    |          |                                    |  |

# Defining the Problem and Setting the Charge

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## Deliverables at the end of the Forum:

- Draft of/notes about problem statement and task force charge.
- **Action planning document for your team.**

## Deliverables by June 1:

- Submit a formal charge description *written for an external audience.*
- Submit a 2-page problem statement *written for an external audience.*

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# Engage With the Dana Center

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