Outcomes

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?
**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**

- **Objective 1:** Set the Charge
- **Objective 2:** Define the Problem
- **Objective 3:** Define the Challenges
- **Objective 4:** Brainstorm Solutions
- **Objective 5:** Prioritize Solutions
- **Objective 6:** Draft Recommendations
- **Objective 7:** Formally Vet Recommendations
- **Objective 8:** Write and Publish Recommendations
- **Objective 9:** Disseminate and Champion Recommendations
# Intro to Math Task Force Process by Objectives

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<td>Do all task force members understand the charge and their individual roles in both establishing recommendations and helping to communicate and champion those recommendations? Do you have a plan for how information about the math task force will be disseminated across districts, institutions, and stakeholder groups?</td>
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* **Deliverable:** Submit a formal charge written for an external audience to the Dana Center via your state’s UTBox folder.
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Share information about related initiatives in your state and define how the task force fits in.
Discuss concerns and hopes for the task force.
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Access to all Task Force Toolkit Documents

Find these documents:

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

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.
Parking Lot

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
Defining the Problem and Setting the Charge

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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<th>WHO should be on the Task Force?</th>
<th>HOW do we effectively run the task force?</th>
</tr>
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<tbody>
<tr>
<td>Students?</td>
<td>Frequency of meetings?</td>
</tr>
<tr>
<td>Presidents/</td>
<td>Timing of meetings?</td>
</tr>
<tr>
<td>Superintendents?</td>
<td>Ensure consistent participation?</td>
</tr>
<tr>
<td>Membership diversity?</td>
<td>Does virtual work?</td>
</tr>
<tr>
<td>Who are we likely to overlook?</td>
<td>Supports needed? (Time to attend, funding to attend, etc...)</td>
</tr>
<tr>
<td>Can’t just be math dept!</td>
<td></td>
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</table>
Parking Lot Questions

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

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

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

**Immediate Actions: By June 1st**

<table>
<thead>
<tr>
<th>Action</th>
<th>Person Responsible</th>
<th>Deadline</th>
<th>Needed Resources</th>
<th>Potential Challenges</th>
</tr>
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<tr>
<td>Finalize list of Task Force Members, submit list to UT Box in your state folder.</td>
<td>Team Lead</td>
<td>June 1</td>
<td></td>
<td>Schedules can be an issue – be sure to plan a timeline to share and be clear about commitment of time.</td>
</tr>
<tr>
<td>Finalize the task force charge and write problem statement, submit to UT Box in your state folder.</td>
<td>Team Lead</td>
<td>June 1</td>
<td>backing from institutions involved</td>
<td>Make sure to have key stakeholders read draft statements.</td>
</tr>
<tr>
<td><em>these documents will be made available publicly</em></td>
<td></td>
<td></td>
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The University of Texas at Austin  
Charles A. Dana Center
Defining the Problem and Setting the Charge

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.

State Team Leaders upload to:
bit.ly/MathAlignmentArizona
Engage With the Dana Center

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Doug Sovde, Director, K-12 Education Strategy, Policy, and Services
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