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| **Time, Format & Materials** | **PPT Slides** | **Description** | **Comments to Facilitator** |
| **20 min.**Whole group*HO 1.1**Provide participants with PPT handouts for note-taking* | 23 | **Setting the Stage for This Work*** Distribute HO 1.1: *Prologue to the Protocols* and give team members a few minutes to read it.
* Use slide 3 to briefly acknowledge each of the members of the leadership team by giving each person an opportunity to respond to the 3 questions on the slide:
* *Who’s here?*
* *What is each person’s role?*
* *What does each person hope to bring to this team’s work?*
 | *Spending a few minutes acknowledging each person’s role is a valuable step to include as you begin this work. The purpose of this acknowledgement is to clarify for everyone what perspective each team member brings to the work of the Leadership Team.* |
|  | 4 | * Use slide 4 as a brief introduction to the Multi-Tiered System of Support and the connection to the work in these protocols. .
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|  | 5-67-8 | **Framing Today** * Point participants to pages 2-3 in the Prologue document to go over the descriptions for each of the protocols.
* Reiterate the purpose of today’s meeting and protocol. Review the agenda and goals.
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| **10 min.**Individually*HO 1.2* | 9 | **Complete the Inventory*** Distribute HO 1.2: *Beliefs Inventory*. Give participants 5 min. to complete it individually by circling A, D or ? in the left-hand column.
 | *Participants should think generally about a classroom of students as they complete this inventory.*  |
|  | 10 | * When everyone has finished, ask participants to re-read each question thinking specifically about students WITH disabilities, and for each question to write A, D or ? in the blank right-hand column.
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| **15 min.**Whole group |  | **Tally the Responses*** Create a public tally of the people’s responses to each question, both for a classroom of students and for students with disabilities. For each question, you may want to go around and have each person tell what his/her response was, while one person notes the results on chart paper or chalkboard/whiteboard.
 | *Encourage participants to refrain from getting into long conversations about each item until all the responses are tallied to ensure that all the results are visible to the whole group for the discussion.*  |
| **60 min.**Whole group | 11 | **Discuss*** Discuss the group’s reaction to the tallies. You may choose from among the following suggestions for discussion questions as well as add your own:
* *Which beliefs appear to be mostly shared?*
* *What are the points of disagreement?*
* *Are there any surprises?*
* *What are the underlying assumptions behind our points of disagreement?*
* *Do we have different beliefs for students with and without disabilities? If so, why? How can we reconcile our differences?*
 | *It’s important initially to give the team members time to clarify and understand each other’s responses, and to avoid letting the discussion move too quickly toward trying to convince each other of a different belief.**As the discussion proceeds, keep an ear out for non-specific language or jargon that may require more clarification, and probe for more clarification.* *Part of the discussion will center on how people interpreted each question. In some cases, once people discuss their interpretation of a question, they find they may be in agreement after all. Participants might want to put differences in a Parking Lot and table a discussion about reconciling differences until after protocol 3.* |

**During the Discussion:**

Throughout the discussion, create a public summary of the points of agreement and the points of disagreement or unresolved questions (chart paper is useful since it can be brought to subsequent meetings). It will be useful to refer back to these during subsequent protocols, because activities in subsequent protocols may bring in to question some of these beliefs and assumptions.

As facilitator, it is often valuable to help the group pause at various points during the discussion and summarize current points of agreement and disagreement. For example, you may want to pause partway through the conversation and have the team members think about completing one or both of the following sentence prompts:

* *“An important thing that we collectively believe about mathematics instruction for student with disabilities is \_\_\_\_\_, and we believe this because \_\_\_\_\_\_.”*
* *“Something we are not yet in agreement about regarding mathematics instruction for student with disabilities is \_\_\_\_\_. We disagree because some of us believe \_\_\_\_\_\_ while others of us believe \_\_\_\_\_\_\_\_.”*

In either case, if you choose to do this, it is important to encourage participants to talk about the reasons underlying their beliefs; don’t skip the “… *because\_\_\_\_”* part of the prompt!

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| **Time, Format & Materials** | **PPT Slides** | **Description** | **Facilitator Notes** |
| **3-5 min.**Individually | 12 | **Wrap Up*** Give participants time to individually write/reflect: *what are some important ideas from today that you want to note for yourself?*
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| **10 min.**Whole group | 1314 | * Summarize and list any outstanding questions that have not been answered yet and that are still under discussion.
* Review parking lot questions and how to handle them. Will they be addressed outside these meetings, or in a subsequent meeting?
* If there are any tasks to be done before the next meeting, review what those tasks are, who will take the lead on the task and when will the individual(s) attend to the task.
* Review the purpose of next meeting.
* Clarify date, time and location of next meeting.
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