GUIDING QUESTION: *What beliefs and assumptions about mathematics instruction for students with disabilities do we share and on which do we differ?*

Purpose

The primary purpose of this protocol is to support the leadership team's initial conversation about beliefs and assumptions regarding math instruction for students with disabilities. Both shared and differing beliefs are surfaced in an effort to engage the team in a conversation to work toward a commonly-held set of beliefs and assumptions.

Snapshot Description

Each member of the team completes a "Beliefs Inventory" as a tool to generate discussion around shared beliefs and assumptions related to mathematics instruction for students with disabilities. The Team will then engage in a discussion related to their beliefs, acknowledge differences, and work toward reconciling differences in an effort to create a team statement of shared beliefs.

Goals

- To identify both the team's shared and differing beliefs about math instruction for students with disabilities;
- To use those areas of shared beliefs and differences to fuel discussion within the team that leads to greater understanding and agreement among the team about expectations in mathematics instruction for students with disabilities.

Who Should Facilitate This Session?

Recommended facilitator is any one of the following: mathematics coordinator / coach / teacher leader OR special education coordinator / leader OR building principal

Time Estimate   2 hours

Equipment, Resources, and Tools Needed: (Handouts are 1 per person unless otherwise noted)	Preparation:
- A way to project PPT slides *Talking points for Protocol 1 PPT slides* for facilitator - Blank chart paper and 1-3 markers OR chalkboard - Blank paper for reflection during wrap-up - HO 1.1: *Defining the Work of the Leadership Team* - HO 1.2: *Beliefs Inventory*	- Make handouts - Gather chart paper and markers