# Terms of Reference

<table>
<thead>
<tr>
<th>Component</th>
<th>Guiding Questions</th>
<th>ToR Components</th>
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<tbody>
<tr>
<td><strong>Vision</strong></td>
<td>What’s the overarching vision for your team? Does this align with your organization’s vision?</td>
<td>The mission of the Instructional Practices and Academic Content (IPAC) team is to provide support to the State Systemic Improvement Plan (SSIP) team and Regional Cooperatives by selecting and vetting instructional practices and developing Math Practice Profiles that are likely to address the Gap in mathematics for struggling learners.</td>
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| **Goals and Objectives**| What are the main purposes of the team?                                           | **Goals:**  
1. Develop a targeted menu of options (preferably no more than 3) that are likely to be effective, are “usable” in typical classroom settings, can be supported by Transformation Zone Regional Educational Cooperatives and eligible districts to support professional learning, impact classroom instruction and improve outcomes for all students and in particular for students with disabilities.  
2. Develop Math Practice Profiles for use in Kentucky schools |
| **Scope and Boundaries**| What are the expectations of the team’s responsibilities? What boundaries exist related to their roles or functions? | **Team members are expected to:**  
- Actively participate in IPAC team meetings either in person or online.  
- Carry out assignments between meetings. |
| **Roles and Responsibilities** | Who participates and in what ways?                                                | KDE - Facilitator and co-lead, Math Effectiveness Coaches Regional Education Agency - Math Consultants from multiple Regional Education Agencies or Kentucky Cooperatives; Kentucky Center for Mathematics - Senior Director; District - Assistant Superintendent KY CASE; School - elementary teacher; Institute of Higher Education – two Kentucky Universities; Stakeholders and Community - State Design Team, Transformation Zone Regional Implementation Team Members |
| **Communication Protocols** | How does this team communicate internally? How does this team communicate with other teams or entities? How is communication facilitated and how often? | State Transformation Specialist (STS and SSIP co-lead) will send meeting requests, agenda, and relevant resources prior to each meeting and in-between meetings as needed (see tentative meeting dates at end of this document).  
- STS will ensure information from the IPAC flows up to State leadership and back to IPAC Team. STS will provide a brief review of the IPAC team progress and get input/take questions from the IPAC, SSIP, State Management, and State Design Teams.  
- IPAC Team members will share relevant IPAC progress to their stakeholders. |
| **Resources available to the project** | What resources are available to support the work? What resources are important to document in the ToR? | - State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center and the Active Implementation (AI) Hub  
- Trainings currently conducted by the Regional Educational Cooperatives  
- Kentucky Math Instructional Practices Inventory available from AI Hub  
- Best Practices webpage through KDE |
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<tr>
<th>Authority</th>
<th>Over what decisions or processes does the team have authority? What are the limits of the team’s authority?</th>
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<td></td>
<td>• A selection of evidence-based math innovations to be included on a menu available to districts</td>
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<td>*Note: This was the original intent however as stated in the paper districts in Kentucky’s Transformation Zone select their innovation based on trial and learning, not from a prescribed menu. Also note this is coming full circle as capacity for use of the original three innovations is developed in the state.</td>
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<td></td>
<td>• The IPAC team will not decide the specific instructional practices chosen by each district</td>
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<td>• The IPAC team reports to the SSIP team through the STS co-lead</td>
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<td>Deliverables</td>
<td>What are expected deliverables of the team and its members?</td>
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<td>The IPAC team will develop a menu of evidence-based math innovations that are ‘usable’ in schools and classrooms and are likely to address the Gap in mathematics for struggling learners as indicated by the State Systemic Improvement Plan.</td>
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<td>Implementation Plan</td>
<td>Are there specific stage-based activities related to implementation components that should be included in the ToR?</td>
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<td></td>
<td>1. Complete Math Instructional Practices Inventory</td>
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<td>2. Conduct a literature review and informal interviews with educators</td>
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<td>3. Use the Hexagon Tool (2015 version) to explore which math innovations meet the 6 Hexagon factors in Kentucky</td>
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<td>4. Identify 3-5 evidence-based math innovations for KDE to support (based on the root cause and 6 factors in the Hexagon)</td>
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<td>5. Complete practice profiles to operationalize each of the evidence-based math innovations the IPAC selects to use in the Transformation Zone.</td>
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<td>*Note: As stated in the paper after completing 3 Practice Profiles the team realized if there is a common philosophy for teaching math (NCTM 8 Teaching Practices) then there would be one Practice Profile that can be used with any math innovation that aligns with the NCTM 8 Teaching Practices.</td>
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<thead>
<tr>
<th>Proposed Meeting Dates Tentative and Revised as the Work Progresses *</th>
<th>Topics</th>
<th>Tasks to Complete for Next Meeting</th>
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<tbody>
<tr>
<td>December 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Terms of Reference</td>
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<tr>
<td></td>
<td>• Instructional Practices Inventory</td>
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<td></td>
<td>• Timelines</td>
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<tr>
<td></td>
<td>1) Instructional Practices Inventory, literature review, informal interviews</td>
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<td>2) Module 6 on the AI Hub</td>
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<tr>
<td>January 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Instructional Practices Inventory—Narrow</td>
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<td>• Exploration</td>
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<td></td>
<td>1) Finish Instructional Practices Inventory</td>
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<td>2) Module 3 on AI Hub</td>
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<td></td>
<td>3) Set up Workspace Account on AI Hub</td>
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<td></td>
<td>4) Review Terms of Reference o Discussion Board</td>
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<tr>
<td>January 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Revise Hexagon Capture Tool</td>
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<td></td>
<td>• Narrow Instructional Practices Inventory</td>
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<td></td>
<td>1) Complete Hexagon Capture Tool with your team on an evidence-based math innovations</td>
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<td>2) Complete technical assistance call (if needed)</td>
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*Note: The dates and tasks are tentative and may be revised as the work progresses.*
3) Email results to facilitator  
4) Present findings at next meeting

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<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Instructions</th>
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| February 26th | • Add instructional practices to inventory (if needed)  
• Present results on Hexagon Tool  
• Vote/rate each category of Hexagon Tool | 1) Complete Module 4 on AI Hub  
2) Refresh on Practice Profiles (if needed)  
Less 3 ➔ AI HUB [http://implementation.fpg.unc.edu/resources/handout-2-practice-profile-examples](http://implementation.fpg.unc.edu/resources/handout-2-practice-profile-examples) |
| March 13th    | • Training on Practice Profiles  
• Select 3 Evidence-Based Math Innovations |               |
| March 26th    | • Practice Profile Drafts                      |               |
| April 17th    | • Practice Profile Drafts                      |               |
| April 23rd    | • Finalize Practice Profile                    |               |
| May 7th       | -----------If needed------------------------- |               |

*See Timeline in paper for the activities completed and actual dates.