DEVELOPING AN INQUIRY THEME

We know that students learn when they are engaged in...
- tasks that are high in cognitive demand and that allow students to invent mathematical concepts
- rich mathematical discourse about their ideas and the ideas of their classmates
- autonomous, equitable, and self-regulated groupwork
- peer-to-peer interaction and questioning when in a whole class format
- seeing self as the mathematical authority for what is right and wrong

1. JOURNAL (3 minutes)
What are your successes with these? Where would you like to work on changing or improving student activity in the classroom?

2. PAIR/SHARE (5 minutes)
Teachers pair up to share some of their successes and areas for change. Pairs share out to the group.

3a. GROUP DISCUSSION (2 minutes)
As a group, look for common ground or identify a single theme that is most interesting to the group. Record below

3b. RECORD A THEME FOR COLLABORATIVE INQUIRY
What did the group decide on as a theme for inquiry?

4. UNPACK YOUR THEME
How would we each define our theme?
Why is our theme important?
What might our theme look like in classrooms?
(Allow this to be a rough draft to be revisited and revised over time)

5. IDENTIFY FIRST STEPS
What first steps can we take before our next meeting?
Is there initial data we can collect as a baseline?
Who will do what?