

# 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

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

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

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