

MEETING AGENDA: *Looking at Data*

We are a group that is dedicated to

1. developing students' mathematical understanding and "power" (thinking, communicating, etc.)
2. helping students develop positive dispositions about mathematics and themselves
3. growing together as teachers through collaboration around a common inquiry
4. getting better by learning from the strengths that we each bring to our collaboration

Preparing for the meeting

Assign Roles:

Facilitator – reviews group roles for meeting and facilitates protocol/discussion

Equity Manager – ensures all voices are heard and respected

Record Keeper – takes notes from the meeting

Time Keeper – makes sure the group is on pace to cover agenda

Review Norms:

<to be set by group>

1. Introduction (2 minutes)

The person(s) bringing in the data talks about what they have brought in and situates it within the larger/extended context of both their class and the group's "inquiry theme".

2. Clarifying Questions (2 minutes)

Participants ask clarifying questions about the data and class. Clarifying questions have brief, factual answers. It is important to only ask clarifying questions; the purpose is to understand the context and what participants will be looking at.

3. Data Presentation (5 minutes)

Participants look at the the data that was introduced.

4. Data Analysis Round 1 – NOTICING (5 minutes)

Participants talk about what they notice by pointing directly to evidence in the data. It is important to talk only about what participants notice, not to analyze or make inferences.

5. Data Analysis Round 2 – ANALYZING (5 minutes)

Participants are encouraged to analyze the data being presented.

- a. What are the multiple possible interpretations and inferences?*
- b. What questions are raised through data analysis?*

6. Data Analysis Round 3 – CONNECTING (10 minutes)

Participants connect the data analysis back to their inquiry theme.

- a. What insights about the inquiry theme can be gained from the data?*
- b. What new questions emerge about the inquiry theme?*
- c. Does the inquiry theme need to be refined?*

7. Making Plans (10 minutes)

The group makes a plan for actions to take and sets up the next meeting.

- a. What pedagogical actions can we take in support of our inquiry theme?*
- b. What data will we collect? How is it related to our inquiry theme? Will we all collect it or only 1-2 people?*
- c. Who will take on each role for the next meeting?*

8. Reflection (3 minutes)

The group reflects on the collaborative inquiry process.

- a. How did we do with our norms today? Do they need to be modified?*
- b. What is going well with this process and structure?*
- c. Is there anything that needs to be changed about this process and structure?*