**iTEAMS Year 3 Teacher Inquiry and Self Reflection**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In this last year, we would like to focus on sustainability of practices for iTEAMS teachers. To this aim, we want to provide structured opportunities for inquiry and self-reflection that complement and support the implementation of iTEAMS practices. We have identified three broad areas: student discourse, access/equity, and the NGSS Science/Engineering Practices and the CCSSM Standards for Mathematical Practice. As part of the blended learning and coaching activities, you will reflect on your efforts throughout the year and share your progress at our final iTEAMS meeting in the spring. For example, you may want to look at how you promote student content-based conversations, or how you engage and support English Learners, or a particular Science and Engineering or Mathematical Practice. Your focus is up to you. We ask that you choose three points to check in, fall, winter, and spring. Methods for reflecting on your efforts in this area may include, but are not limited to, the following:

* Video recording of your instruction
* Video recording of students at work
* Photographs of student work and/or students at work
* Examples of student work and other classroom artifacts

You may collaborate on your inquiry project with your iTEAMS colleagues. We will have a “mini conference” in the spring to celebrate and acknowledge the hard work and learning from this inquiry process, with the rest of the iTEAMS community. Details will follow.

What area are you must interested on focusing on?

How will you focus on this in your classroom?

What types of evidence will you collect?

What evidence would suggest that you are making progress in this area?

What support will you need from your iTEAMS coach?

Will you be working with other colleagues? If so, who?

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| **NGSS Science and Engineering Practices** |
| 1. Asking questions and defining problems. 2. Developing and using models. 3. Planning and carrying out investigations. 4. Analyzing and interpreting data. 5. Using mathematics and computational thinking. 6. Constructing explanations and designing solutions. 7. Engaging in argument from evidence. 8. Obtaining, evaluating, and communicating information. |

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| **CCSSM Standards for Mathematical Practice** |
| 1. Make sense of problems and persevere in solving them.   2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. |