



2018-2019

## Mathematics Thought Community with the Partnership for Inquiry Learning

The Partnership for Inquiry Learning will convene a regional Thought Community to support teacher-leaders in math workshop. This Community brings together like-minded people who are willing to take risks and challenge their own pedagogical assumptions about learning. Each Community member will read professional literature and connect his/her thinking to the “real” math work that students do. Each will become teacher-researchers, developing ways to systematically observe, record and collect study samples from their own math workshops. Each teacher will explore new territory, try new strategies in the classroom, and bring those experiences back to the table for discussion. These experiences will drive our meeting agendas and help to inform our teaching and learning.

**Teachers must apply to the Partnership’s Mathematics Thought Community.** Admission is not guaranteed. Because the Partnership now serves more than 50 schools in the metropolitan Indianapolis region alone, admission to the Mathematics Thought Community is selective and provides teacher-leaders an opportunity to collaborate with a handful of the region’s best K-8 math teachers.

### Who should apply?

K-8 classroom teachers interested in serving as leaders school-wide, helping implement and support math workshops and facilitate collaborative, strategic curriculum planning among peers. These teachers must have established math workshops in their classrooms/schools. Applicants must have the support of their principals.

### Expectations

To participate in the Mathematics Thought Community, each teacher must:

- Demonstrate interest in and passion for workshop teaching in mathematics.
- Work with his/her principal to create specific structures and responsibilities that will enable the teacher-leader to bring his/her growing knowledge to peers within the school. This may include, for example: mentoring new teachers, leading grade level meetings or a building-based study group, in-class videotaping for discussion or demonstration purposes, etc.
- Commit to consistent attendance at the monthly meetings and active engagement in study, discussion and practice. Meetings will be held from 4:30 – 6:30 p.m. on Thursdays inside Jordan Hall at Butler University. Mathematics Thought Community meeting dates include: September 13, 2018, October 4, 2018, November 1, 2018, December 6, 2018, January 17, 2019, February 7, 2019, March 7, 2019 and April 18, 2019.
- Obtain financial commitment from the school principal. The cost is \$250 per teacher.
- Contribute to the Partnership’s digital content in the form of blog posts, digital images, curriculum resources, etc.

**Application deadline: Friday, August 31, 2018.**

Return completed applications to [lduggan@partnershipforinquirylearning.org](mailto:lduggan@partnershipforinquirylearning.org)  
or call Libby Duggan at (317) 226-4260

# 2018-2019

## Mathematics Thought Community

### Teacher Application

---

Name: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

Home address: \_\_\_\_\_

Home phone: \_\_\_\_\_ School phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

---

**Please respond to the following questions (use additional pages if necessary):**

1. Please indicate your past involvement with the Partnership for Inquiry Learning (formerly Indiana Partnership for Young Writers). Check all that apply.

Program	Years of Attendance
I have attended the Partnership Summer Institute(s).	
I have attended the Partnership Fall and/or Winter Workshop(s).	
I have participated in math workshop professional development with Ryan and/or Courtney Flessner. (describe)	
I have participated in coaching sessions at my school. Coach(es): _____	
Other (describe):	

Is there any additional information concerning your professional development in mathematics education that we should know? Please describe.

2. Please tell us why you would like to participate in the Partnership's Mathematics Thought Community. How do you imagine this work impacting your own teaching aspirations or other professional goals?
3. Describe the structures that you have created with your principal that will provide an opportunity for you to make good use of this leadership opportunity in your school. Your school principal should initial this description in the margin.
4. Please explain why you made these particular choices for leadership and why they seem important to you.
5. Will you be able to attend every meeting? Please describe any conflicts you anticipate.



2018-2019  
Mathematics Thought Community  
Principal's Consent for Teacher  
Participation

---

This Consent Form is required for all applicants, *but does not guarantee acceptance*.

I, \_\_\_\_\_, the principal of \_\_\_\_\_ agree to the terms whereby the following teacher(s) from my staff will be able to participate in the Mathematics Thought Community with the Partnership for Inquiry Learning.

Name(s) of Teacher(s): \_\_\_\_\_  
\_\_\_\_\_

The terms are as follows:

1. The classroom teacher has my support to attend eight (8) after-school meetings at Butler University on the near northside of Indianapolis. These meetings begin at 4:30 p.m. *I realize this may require the teacher to leave school early.*
2. The school or school district is prepared to pay the \$250 fee per teacher required for participation. I understand that we will be invoiced upon acceptance and notification, and that this sum is due in full at that time.
3. I understand that if the teacher decides for some reason not to participate in the Mathematics Thought Community with the Partnership for Inquiry Learning after October 1, 2018 or withdraws mid-year, the participation fee will not be refunded.
4. I have met with the nominated teacher(s) and created a mutually agreeable structure for making good use of this leadership opportunity. I have initialed the description of this plan on the Teacher's Application.

I offer my complete support for the teacher to participate fully in all other Partnership events and activities in order to capitalize on these opportunities to nurture the teacher and my whole school community.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_