13.3 Sample Facilitation Activity: Appreciative Inquiry Protocol

Instructions to the Coach: All materials for this activity can be downloaded at ***resources.corwin.com/mathematicscoaching****.*

Facilitation focus: Fostering positive relationships and building community
Outcomes: Participants will be able to connect with others in the group to focus on positive activities regarding the teaching and learning of math.
Preparation: • Copy the Appreciative Inquiry protocol (adapted for mathematics) for each participant. • Read Coaching Lessons From the Field to see how one coach used this protocol.

Description of activity:
 	
Note: For more detailed directions, see Tool 13.3 Appreciative Inquiry.
• Distribute one Appreciative Inquiry protocol to each participant.
• Arrange participants in pairs to conduct interviews (participants will be asked to share their partner's story in the next stage).
• Arrange participant pairs into groups of four or six.
• Ask groups to record themes they noticed from the paired-interview discussion on sticky notes.
• Ask participants
  ◦ to discuss how the themes might be grouped, organized, and named.
  ◦ to imagine what it would be like if their students were regularly engaged in this type of activity.
  ◦ to design a mathematics classroom in which this might be possible. Record on chart paper.
  ◦ what might need to happen for this to become a reality in their classrooms.
• Summarize by highlighting what has emerged from the conversation.

NOTES

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

For Tool 13.3 Appreciative Inquiry

Instructions to the Coach: This tool can be used as a facilitation strategy to balance participation during a PLC meeting.

AI Stage: *Dream*	***AI Dream* Prompt**
➢ Ask teachers to remain in groups of four to six. ➢ Ask teachers to chart, draw, or record the group's ideas.	Changing and improving our students' engagement in mathematics learning (insert specific topic) requires imagination and vision. Let's build on the themes we developed. Think about what it would be like if your students were regularly engaging in (insert specific topic). Imagine what this would look like. Imagine what you would be doing. Imagine what students would be doing. Imagine your classroom filled with rich student (insert specific topic). 1. As you imagine, consider the following: • Particular structures in the classroom environment that invite student engagement • Mathematical routines • Mathematical learning experiences • Classroom culture • Particular teacher behaviors/actions you want to incorporate 1. Discuss with your group your thoughts and ideas from your imagining. 1. What do you notice about the group's ideas?
AI Stage: *Design*	***AI Design* Prompt**
➢ Ask teachers remain in groups of four to six. ➢ Make sure teachers have access to chart paper and markers. Some may want additional materials, such as construction paper.	Using the ideas from the group and the presentation on (insert specific topic), design a classroom environment filled with lively mathematical learning. Include as many details as possible. Be ready to share your design.
AI Stage: *Deliver*	***AI Deliver* Prompt**
➢ Ask teachers to locate their original partners to discuss and reflect. ➢ Ask teachers to share their designs.	Think about your group's design and all of the designs that you heard about from the other groups. With your partner, discuss the following questions: 1. What can you do to bring your idea to a reality? 1. What is the smallest step you can take right now? 1. How can you ensure that you will take this action to deliver your design?

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