Speaker 1 ([00:00:01](https://www.rev.com/transcript-editor/Edit?token=bXetDzjZ_V0f8MvJ1zlhU2q6xs39330A6PyjfAL55E-JzG0DY6KkoyWXGHk7SI0i0rUniX1cHBpdMdTlDMQx42oGAfU&loadFrom=DocumentDeeplink&ts=1.91)):

Can I say before we begin this, that I hate this. Yeah. Okay. So I think the thing to do is just you and me talking. Okay. Yeah. So I think you'll be more relaxed like that. I think it's okay to be funny. I think it's okay to just be, you know, just be, you don't be too stiff sometimes when you get interviewed, you can get really stiff. And the great thing when we interviewed Ryan, it just, it's hard when you have the cameras and all of that, but ultimately he fell into a rhythm, you know, we'll give you some time to fall into a rhythm, and then I'm going to ask you questions. So we'll, we'll get it.

Speaker 2 ([00:00:42](https://www.rev.com/transcript-editor/Edit?token=WOwuAeMjxwFLGol4XsmFDJBPAfysNjPFYps8zXG-OfaU_IEHrYUmQkIsfYC5tWLhOPC80AjZfaqI1SmWjxF60-mRzio&loadFrom=DocumentDeeplink&ts=42.28)):

Okay. I trust you guys. You tell me when you're ready,

Speaker 1 ([00:01:07](https://www.rev.com/transcript-editor/Edit?token=D1D0YNYbPjiP_O-Fvc4qdGVfQsGDq1Smq7kx39Ftt1Xf6s506IT4ZxrW1cT0z8HAVsaSokkXzQ_QMwgM6h1ePSHtYqE&loadFrom=DocumentDeeplink&ts=67.07)):

Blowing your ears out there. Nope, you're good. And if you start coughing, you just start again. We're okay. Um, you ready? Callaway? Yup.

Speaker 2 ([00:01:28](https://www.rev.com/transcript-editor/Edit?token=C33uFkFQIwAe6Ih3j1HGkXhPcqlzraK1lXEXliOTeUVA4tmjfuz51SAUy28OGMhXknh2ktCfIXZe5aFn6ZBcgJwK8uU&loadFrom=DocumentDeeplink&ts=88.91)):

Down a couple degrees towards his chest. So that is nice. It's it's pretty open. Um, tilt it down more towards the floor. What? To what? No tilt. Rotate. Rotate. Yeah, that's good.

Speaker 1 ([00:01:49](https://www.rev.com/transcript-editor/Edit?token=5E0w6Up5D_l3oedH4knPXqQaw2vb6Myu2E5KnSXlZaEpxv690MbppTYpRq9_qtnJaOptHHOP7cOFN_DDKrwB6a8YA7E&loadFrom=DocumentDeeplink&ts=109.19)):

All right, Ryan, we're going to start with your journey to becoming a teacher. So when did you become a teacher and why?

Speaker 3 ([00:01:58](https://www.rev.com/transcript-editor/Edit?token=1ULBPb-Ea68tD3erncwmhWZtvl8eYqChPHQVxr9Wa6xyN4QmvGrA5pGvLF-_i0fIMYqlH1E1QFLY77sR89FbR73eCFE&loadFrom=DocumentDeeplink&ts=118.21)):

So I became a teacher, uh, late. It was actually a second career. I was originally a collegiate track and cross country, coach and ultimate ultimately transitioned into teaching. My wife is also a teacher. Uh, and so I began my journey sort of Washington County, a rural County school, uh, in Springfield, Kentucky. And so part of, part of the, the why I became a teacher is almost out of practicality. Uh, I think the more interesting question might be why I stayed in teaching, uh, which is really about this idea of connecting to sort of yourself, to students, to other people, to a larger group than you, which really spoke volumes as I experienced coaching in the same way. And so it was, seemed to be a very natural, you know, sort of move from coaching into teaching, uh, or to because, uh, there was some life circumstance that had, had changed things for me.

Speaker 3 ([00:02:52](https://www.rev.com/transcript-editor/Edit?token=OWKVdr6D5k5SFNK9FNqatJyIe0dg_MYMTFXMIbkpEQT9r8EEPFX6tKVlEj7eFfOYTttK8sOTySDfiy1UijRfGZoJkzI&loadFrom=DocumentDeeplink&ts=172.06)):

Uh, and so my mom was in a real bad car accident. Uh, and so I had to be able to move back from Ohio, from where I was a coach and was only two, two openings, right. Uh, that I could find, uh, one was basically be a firefighter, uh, the other one's to be a teacher. And so I ultimately went down the teaching road. Um, oddly enough though, um, when I was in high school, um, I remember coming home and telling my mom, um, part of the reason I went to college right. Was to become a teacher. So it wasn't like it was too far off the road, but I remember coming home and saying that I was so frustrated with the teachers that I had. They didn't seem to connect that it didn't seem to care. And growing up as a, you know, medical, you know, working class kid, um, it was one of those situations where I didn't know that if I would be a good teacher, but at least I knew that there would be one less bad teacher.

Speaker 2 ([00:03:38](https://www.rev.com/transcript-editor/Edit?token=WrtWSY5NJevc2WxjMClKkmhAZqXIy3Z6Xkd3ETNSsZ3zjx-i9pIJY2ckFYGYMhlL03SjMHUcx7Rexbwq564B4QEr1Lg&loadFrom=DocumentDeeplink&ts=218.71)):

Cool.

Speaker 3 ([00:03:39](https://www.rev.com/transcript-editor/Edit?token=eEXGPUquyJCI2Qrr8C0TebnZ2gVFfSTuci_qAVgxVeqK8mvYJa_wayyC_weia8d3LuqYj92EerncKidmLsFhezFO6l0&loadFrom=DocumentDeeplink&ts=219.71)):

So how long have you been a teacher? So I've been a teacher for right at, this is my 12th year in education. And why you stay in teaching?

Speaker 3 ([00:03:55](https://www.rev.com/transcript-editor/Edit?token=pGlajfemXcG01SbYraOx-SR-whCgm77pDp0PvgeqL_0yhZzs-Ku_Ttt6VF6fcI4IUqOhoibL_6h2oJ5ak8V-lkLuTnA&loadFrom=DocumentDeeplink&ts=235.52)):

So I've stayed in teaching larger because I just, I just love every aspect of it. There's no more worthy thing, uh, than trying to figure out, uh, how to deal, uh, patiently with life's problems with its most precious sort of commodity right. Students, um, having kids of my own, it's sort of redoubled my understanding of that, uh, about how you have to have patience, you have to have understanding, but you also have to have a path forward. Um, so that it's simultaneously, uh, their own path, but also, um, trying to figure out how to impart some of those values too. So, so part of, part of why I've stayed in teaching is, is, or why teaching is so worthy is that it just allows us to sort of tap into the best parts of humanity, um, when it comes to, you know, digging into certain questions when it, when it comes to investigating things with other people, um, I tell my own kids that I've never been happy alone, that I'm always happier when I'm with other people. And that I feel like I'm most alive when I'm trying to solve problems with other people.

Speaker 2 ([00:05:02](https://www.rev.com/transcript-editor/Edit?token=E5zQX8qVZDTKLyteYjW5ZzwooX5V9SARM8vpfejlfwBsiqIY0xjT3NQ2yRSgC5kFyuAVTacPSEaRzjopOIkzdhj6DzA&loadFrom=DocumentDeeplink&ts=302.95)):

Hmm.

Speaker 3 ([00:05:04](https://www.rev.com/transcript-editor/Edit?token=jV2Gt5M4zzxkvx0frkNUZJVPo5ueKy7MXhBd4RGaW_RJmdA4I5E5nqVzjqPIxTJtJD7slUeg_j6Ecf6jYNjFxEn1YVs&loadFrom=DocumentDeeplink&ts=304.54)):

Why social studies teaching? So, um, when I was a student, I was really good at math. Uh, but I hated it, uh, largely because I always felt that, uh, it was just sort of pointless, right? It was, everybody was sort of came to the same conclusion. Uh, I've always been somebody who is, um, you know, no surprise in high school. I was voted most opinionated. That was my supportive, uh, and social studies provides the opportunity to sort of engage in questions that are worthy of having, uh, I've always been sort of a very serious person and I found a lot of comfort in engaging in those questions. Yeah. Say it again. Say where are you now? Um, so I've transitioned from, do you mean like professionally? So I've transitioned from being a teacher, uh, into being sort of a leader at a large urban district in Jefferson County public schools. So I've moved from the classroom as a high school teacher into a role where I'm over and sort of supervising curriculum instruction for social studies for the 19th largest school district in the country.

Speaker 4 ([00:06:12](https://www.rev.com/transcript-editor/Edit?token=6vakIbOX3ML_Kylgt9nRZFNiekfL7O5qSZtqlu09p_Mu_2nh4TQ0EZKNvUQWsxd0VWRKHs1t6NWBMIZWgVfeGznHGEo&loadFrom=DocumentDeeplink&ts=372.35)):

Great. Um,

Speaker 1 ([00:06:15](https://www.rev.com/transcript-editor/Edit?token=KzUD0XmQm7xhsDJz0c7Z8uKmsg72pqXd9xqDbGeIZwuFocsBHPRieQXbZSpDs9UqqSBGp7DanX0_dTHIji5H9SFjl_w&loadFrom=DocumentDeeplink&ts=375.47)):

What, when you were a teacher, what subjects did you teach?

Speaker 3 ([00:06:21](https://www.rev.com/transcript-editor/Edit?token=sFuNCq097vhqxD4a5vJjAdFWMrNd0sUgCszb9xXXsXBuZ5YatyKKCTqE9nqwVPSW9XeTO-o1H2B5KPhBpKAd9DGDfKQ&loadFrom=DocumentDeeplink&ts=381.09)):

So social studies, um, there's a variety of classes that you can teach and it's, it's, um, uh, it's always interesting, um, uh, every year, because you have to learn something new, uh, because there's so many different preps that you could have. And so I've taught AP world, AP us history, AP government, uh, regular government economics. I have regular us history, honors U S history, honors, world Civ. Right. Um, and so there's some variety of different permutations of, of the different types of, um, I guess, approaches, right. Uh, that are part of the social sciences that make up the social studies that I've been a part of.

Speaker 1 ([00:06:59](https://www.rev.com/transcript-editor/Edit?token=z1nPDo98julWVg3Mi2ulbjFKPgtVy5xTi9AocoWVEjBkfDljpp1mILAbH0gTXztHQO1AzHKAoxaSD1ThKwTSpOuT47M&loadFrom=DocumentDeeplink&ts=419.03)):

So when you started your career, where were you at Boyle County and how long were you at bull County? And, um, yeah, tell me,

Speaker 3 ([00:07:11](https://www.rev.com/transcript-editor/Edit?token=ZcVpZ3deTJMHkK3h2L6VYQUF8bdWkf3MUm41UMLtFye3RIes0L8PWYzeN64TLnQSNlUjZQvY06ZvjRIuxtXNV_Uha4k&loadFrom=DocumentDeeplink&ts=431.27)):

So I first started my career in Washington County, um, and I was there for five years and then I transitioned to Boyle County, another County school that was right next to it. Um, and it was a, there were two different, totally different districts, um, uh, both in different places, uh, as these sort of, um, schools are tended to do. And so at Boyle, um, I sort of had a shift, a change, right. Um, from, from one job to the next, anytime that you move from one job to the next, there's always, this need to sort of reinvent who you are, where you are, and to sort of reestablish a reputation with a new group of students in a new community. And so, um, uh, but oddly enough, I wasn't at Boyle for very long, uh, because I, uh, after one year there, um, I actually then transitioned to work for the Kentucky department of education, uh, as a curriculum specialist, uh, because I was part of the M a team in 2014 that had written a new set of standards that did not make, uh, they didn't get passed. Um, and so after I was at KTE, I returned to boil, uh, using what I had to learn right from the department, uh, and also classes that I've been taking from the university of Kentucky and the department of curriculum instruction, uh, under dr. Kathy Swan, uh, of learning much more about how you're able to utilize, uh, inquiry, um, uh, more seriously in a classroom.

Speaker 4 ([00:08:33](https://www.rev.com/transcript-editor/Edit?token=hauYLFaiH9vbisD5_03bG2GL__VswqaBeCR3LtfPTH6xMZdNMaOAqak-boj6dJO8hbVe8rd5cY0VLqRRJXzF1SakoV4&loadFrom=DocumentDeeplink&ts=513.87)):

Good.

Speaker 1 ([00:08:35](https://www.rev.com/transcript-editor/Edit?token=ogS4QtyF8ZuarPei8rUk1FrgqBI9igZYldR8TKM5cLzoSZUQjZ_yycaa1cZXY-dXH_gUh8tJzeAMq37BOB5iMPdOugI&loadFrom=DocumentDeeplink&ts=515.05)):

All right. So now what I want you to do is I want you to tell me your story of becoming a teacher and where you are now. So from the beginning of your teaching career to Washington County County, to Jefferson County, a sort of truncated elevator speech, less than two minutes. Okay. Okay. So you can start with something. I became a teacher in 2000 and whatever. I started my career as a high school teacher, um, shifted quickly to another school Boyle County high school was there for this amount of years. And then more recently I'm at Jefferson County that kind of transition in case we eat need to condense it down.

Speaker 3 ([00:09:15](https://www.rev.com/transcript-editor/Edit?token=I809_99e8g1SuH40vComQv_yyyM6EZ_X8vJ92xmRB3424r2XSy2T9qUILIsxS6uWXAzREtJFO0W3xXWf_Es5h75bwKs&loadFrom=DocumentDeeplink&ts=555.39)):

Yeah. I'm trying to extra, remember that the year that I, I forget, was it 2008,

Speaker 1 ([00:09:25](https://www.rev.com/transcript-editor/Edit?token=DGFvpGl8e31OK_Cp3TW02KtDNMziQYCj7PgGUSqSieXG2Ge-q_RSwiuIGp5vNrdVXrOYYLIiOZ2ixb0NYzqFUMKe_JE&loadFrom=DocumentDeeplink&ts=565.37)):

Or you could say I've been, I I've been a social studies teacher for about 12 years.

Speaker 3 ([00:09:31](https://www.rev.com/transcript-editor/Edit?token=VY-wxIsbB8Ocmr0H0BOEJ3dJ7RCf77gUn7TGkPBaMJtN-oDyK7L2-ImAciQWcT6UoblbSny0sL9p5OcFXzAAE2yzX1k&loadFrom=DocumentDeeplink&ts=571.07)):

There you go. That's, that's better. Yeah. I should know my dates better. Right. Uh, we'll play. So I started my career about 12 years ago at Washington County high school. Um, I was there for about five years, really learning the ropes of teaching. Um, it was a very small high school, um, with a very forgiving community of trying to figure out how to, um, get students to think more honestly, and openly about what they were learning after five years there, I transitioned to Boyle County high school, uh, which as high schools tend to do, uh, has a different set of culture, a different set of understanding and expectation. I was there a total of, um, uh, three years, but that in between those three years, I actually transitioned to work for the Kentucky department of education, working as a curriculum specialist for the Ohio, Ohio educational cooperative, um, outside of, uh, Shelby County. Um, from there, um, I was able to transition as a high school teacher into a role as a curriculum specialist for, uh, Jefferson County public schools, uh, which has over 155 schools, a hundred thousand students. And so what I've been able to see is, um, a rural experience for social studies of what that might mean to a community. That's very farming based to one that's sort of middle-class to one that's much more in an urban setting.

Speaker 1 ([00:11:02](https://www.rev.com/transcript-editor/Edit?token=55HZtRDX42ibcSDBuFtGcZIcy7JyQE-4mu3R9O0FOPPWByzA-5Z5owRd_LrQi245FCgC5jRl-Ls5jTKCJKOl3-YP2lQ&loadFrom=DocumentDeeplink&ts=662.75)):

Excellent. Perfect. Um, great. I think that's good background. Any background questions that I missed?

Speaker 5 ([00:11:13](https://www.rev.com/transcript-editor/Edit?token=7gA37BhcB50P5F9yECGxorHmlBlyz1vftc4IJonEOsWAt7-KdhpEEbX1_b9BI6sFLRAwYrh2ba3OsSkVnpE5krASzxU&loadFrom=DocumentDeeplink&ts=673.46)):

No. I thought that the, like, thinking about how some are talked about how, you know, I had some, some teachers who, like you said something about the, you didn't want to be one more bad teacher or something like that. I think it'd be interesting to have like a little bit of a better statement on kind of like his motivation to become a teacher mean you did do this, you did talk about the, like, I like questions and opinionated, so maybe that will be pretty good. And that will sit well that,

Speaker 1 ([00:11:42](https://www.rev.com/transcript-editor/Edit?token=Onr6neNG29CQgpIQo_ORVZzyp7h9DODvvkClw5mh323Eg5T8EVcNLbm9ZK7el4NAJGOzp8X-7RD6XxwRx2AUzHutCrM&loadFrom=DocumentDeeplink&ts=702.53)):

Yeah. Yeah. I think that was good. All right. So let's talk a little bit about in court. Let's shift a bit. Um, when did you first hear the word inquiry and how did that impact you as a teacher?

Speaker 3 ([00:12:02](https://www.rev.com/transcript-editor/Edit?token=HI3hNPdYfCSWWnJ80-trdapKAAJQ3Z0I7UiuWB3Ik7Fgd5mHL-qF_rB7Ja9-ZRGKPiSc9bTWsbio7h5_Me0-_omoMtg&loadFrom=DocumentDeeplink&ts=722.67)):

So when I was at Washington County, there was an opportunity to join these cooperators around the state. There was a new set of standards that were coming out that I helped be a part of. And this is back in, I think, 2014. And so part of, part of these cooperatives is that you would go and learn about the new types of pedagogies, right. That were coming down the pipe. And, um, so in, you never know about these things about how they're going to turn out. So we're in this meeting, um, and suddenly there was this person, um, uh, who didn't get as much time as what was needed, uh, but introduced this thing called the C three framework. Uh, and so dr. Swan is introducing this idea of inquiry. Um, and I remember sitting there thinking my God, this is like, you know what, I've been missing this understanding of how to tightly align what I'm trying to do in a classroom.

Speaker 3 ([00:12:57](https://www.rev.com/transcript-editor/Edit?token=9bai6q3z8J8tV8n8GU_vqhrePlAf3gc7AowT7ps9B8pc564OCobBkefbdx6AcYvsQu4e59dZPOBxJgm-m_meNiSTnyM&loadFrom=DocumentDeeplink&ts=777.24)):

And I remember going up to Cathy, um, after she presented and was just wanting to know more, how do you do this more? Like what I was hooked, it was, it was done, right? Everything, everything sort of fell into place in a way that I'd never really seen before. So it was like my teaching career came into focus, uh, very, very quickly, uh, of looking at this idea of inquiry, right? Of starting with questions, moving through investigations, looking at, uh, different types of sources and how those might operate to create arguments and take action. And while I felt that I had some parts of that in my class, it was never put together, uh, in the way that was described on that day. Um, and it was sort of, that was a breaking point for me as a teacher. That was, that was a moment when I recognized I could ever go back to whatever it was I did before. Um, and like any good reflection as a teacher, uh, you realize whatever you did before was garbage and that this was going to be the way ahead.

Speaker 1 ([00:13:54](https://www.rev.com/transcript-editor/Edit?token=op_txL4XjZCwbitjMSoZrjKS7NH7u8lyGt_-5mdxyMNa0NM7ntnWbs2ZhZ6rGyPIkHw7hIyb3ti9-zoF0rp0OJL52Sg&loadFrom=DocumentDeeplink&ts=834.65)):

That was good. Crossing the Rubicon. That's the cross cross, it's the goal crossing. The Rubicon is going to make some horrible squeak.

Speaker 3 ([00:14:04](https://www.rev.com/transcript-editor/Edit?token=mahgxS-5P_Lx3hukJKD53rA_Je7UgA2ABxttP7oI0JvvGEEmU6ByA6APQO4dNv_7ZihrQOBn_AhVGNmvuyQqpB3Bj1A&loadFrom=DocumentDeeplink&ts=844.67)):

Well, I was gonna say, I had you framed through this little, um, the little square there.

Speaker 1 ([00:14:10](https://www.rev.com/transcript-editor/Edit?token=EeCdYi0W7ehu_YqpVaoqpJG5o3Cz5ZdXvASAGQaYZSLAclNTE_9P7WeBG-acPjlK7LKGdaEw32zeirxOUB1rri5rBWk&loadFrom=DocumentDeeplink&ts=850.24)):

These are pretty comforting Ryan they're in the work shed area, um, Stanford, um,

Speaker 3 ([00:14:20](https://www.rev.com/transcript-editor/Edit?token=qSMvZxP4SoUXvxcOLUt-LpaF-m_RjcbcGfgO7NtaH-pErrsoYjWjTGitgjgmSMH-Y3CgU5M1l33FDRr_EpQzbM-u60Q&loadFrom=DocumentDeeplink&ts=860.79)):

And just, just come straight on my leg. That'd be great.

Speaker 1 ([00:14:23](https://www.rev.com/transcript-editor/Edit?token=WCg-eUk6W_hpRoh_GDGeHrEwhSJOolRtiR7RH_KCRtPBhKIK9WE6eRgIVERBkenN4JGQnOWRFS34TEBkAj-UUNMWoBA&loadFrom=DocumentDeeplink&ts=863.76)):

So of course, um, I love hearing my name. Um, and I remember when we first met and it was, it was powerful memory. Um, and we've talked about that a number of times. So I want you to tell that same story without me in it. So I want you to hate it. Well, because I, we, I may not be part of these videos.

Speaker 3 ([00:14:45](https://www.rev.com/transcript-editor/Edit?token=kaHgkm6TCzBAtQGDTEyoVYiOQX8gSSd25WrVXlCRo6SMhuMcamUvPHYACoa1cY7MoZ9Zd7o-uq6kzg5B2unNHQhW0Y8&loadFrom=DocumentDeeplink&ts=885.65)):

Yeah. But that's part of my experience.

Speaker 1 ([00:14:47](https://www.rev.com/transcript-editor/Edit?token=w6fYCczOtObm2djQzpF31pF1pKKQ_FwG9EVeyC1Dvuo-oKyJ0ziWbFIqSj1CJY8ZO-CmQ2JvVtDQS82vtDMgUhLt850&loadFrom=DocumentDeeplink&ts=887.19)):

Yeah. But I don't want it to be, I don't want these videos be some sort of

Speaker 2 ([00:14:53](https://www.rev.com/transcript-editor/Edit?token=AAVAclEVFTMR3gohEmhxIjasX6a6v9IGKpdGo08NcS2t_cbIRm_7-AL5KbODMDIJAdKW05-lkkj-RzaREnWfEZ-NWw4&loadFrom=DocumentDeeplink&ts=893.38)):

Mmm.

Speaker 1 ([00:14:54](https://www.rev.com/transcript-editor/Edit?token=5CPBuTK-4kLhplE6UWIRkbEy523l_LXjjE2cC1Gat-h84KSlS9dLziTX-ECx8eIWOB-UlCLIvikfcVZcQizSkynkzx0&loadFrom=DocumentDeeplink&ts=894.46)):

Kathy Swan tribute.

Speaker 5 ([00:14:55](https://www.rev.com/transcript-editor/Edit?token=JyYLHPaLY45llWqF29VKt6qRVJ2-puy63fL_lPk90s0mn-hQlklGULWZvPOzxQLvM_5gIeAoCijAqguQDQBeSTN6cw0&loadFrom=DocumentDeeplink&ts=895.65)):

I think he said it in a way where you make, could be taken out, but if you want, cause that's the part that was really good with that. I think the second part of it, you said like, you know, questions, investigation sources. And like, I was doing some of this stuff, but I didn't have this sort of like framework.

Speaker 1 ([00:15:11](https://www.rev.com/transcript-editor/Edit?token=xYtmdqcR0IacqANzKWFdjj8sqvGeihi_yBOxIFmGIvfM9iDZY7Bz2LekLDfnh5hOV3STD12bMTpA3xC-pmvnEYCMcTM&loadFrom=DocumentDeeplink&ts=911.9)):

What I want you to do is I want you to tell that story again, but I want you to do it post-meeting me. So when I first heard the story, the word inquiry, I couldn't go back. Let's start from there. Sort of that second part in case we can't clip me out of it. Um, that there's a sort of clean clip. Cause I love what you said, but, and Ryan Lewis actually did the same thing.

Speaker 3 ([00:15:38](https://www.rev.com/transcript-editor/Edit?token=2pZl0zLJ6oRQYPjm6GUGtBw9jYTUtXap9iIosgRXj6aA1thjDT5f2xR07Gea0bkhMRwgYhUvVq73PC2XSi3Q0-bOmXA&loadFrom=DocumentDeeplink&ts=938)):

Well, let me, let me ask you this. Is there a way then to maybe not crop out, but to add to so that there's so that I could talk about, like, maybe there's a question about like part of your inquiry journey. Like, like what, like what are the, some of the conversations you've had, because then you can start to, I could bring in all like a whole lot of others. So that the goal here is that it's not just me, that there's multiple people

Speaker 1 ([00:15:58](https://www.rev.com/transcript-editor/Edit?token=0JogYnn_glWqwV6k2yN6gXV9xPmbKIR8kLMoJnNDkMuBkea8sOL03hIPXAYDlT-5N3KD_rfDVTS-W_VgKxi7LGlih30&loadFrom=DocumentDeeplink&ts=958.59)):

I'm getting there. I'm just trying to get you to say something that already know Ryan Lewis said, you said it just a second ago, but I'm trying to make sure that I have a clean click without me in it, in case I can't use that one.

Speaker 5 ([00:16:11](https://www.rev.com/transcript-editor/Edit?token=C__MDqDAbyLaZTpr2TOFBXyKCUDIunMfkJdj7ChZxtwwX4t3w_3E1Rb1lQkUDCKrN8qeahDg_Xgi-K7QsqQdYG1TueQ&loadFrom=DocumentDeeplink&ts=971.58)):

Yeah. I did like that. I realized I was, this is what I wanted, but I was sort of doing this stuff, but I didn't have words for it like that,

Speaker 1 ([00:16:18](https://www.rev.com/transcript-editor/Edit?token=L7Dx8SdlhwBwtyjwREmCzxWXL8figgWvyoNtt3gGDXleWQ9sYX4t5doFmzqyU1FLgrCNQVAYqEpLmMC04RfH6CnORTo&loadFrom=DocumentDeeplink&ts=978.71)):

That part. And the idea that I couldn't go back was it, this was Def con I'll wait for Gates to come back.

Speaker 2 ([00:16:26](https://www.rev.com/transcript-editor/Edit?token=NCvRxIc7mwqsXNUM87v314vlJ4WKV6YuwetSH8-hOt2HbqGbh7827LY8dI4SLxboMO4YmPKyI5hnq-dCu9LvRDT7i4w&loadFrom=DocumentDeeplink&ts=986.66)):

[inaudible]

Speaker 1 ([00:16:40](https://www.rev.com/transcript-editor/Edit?token=OQSSlEQOw3XRoMRA-wHsMWSjnc5poNeiC81ZF9UwB7wRHf2N3qpLzU1JwRDBrSwluRxWZuKBaLWQns5duHxyaqFqxmw&loadFrom=DocumentDeeplink&ts=1000.34)):

So, um, so picking up with the phrase when I first heard the word inquiry. Okay.

Speaker 3 ([00:16:50](https://www.rev.com/transcript-editor/Edit?token=gyIH5sHmPdQKZX0LW9tL-WmzaxomVXgDPtsqZ3x0MSvHulkNaMDdxl-Z-HqiMNs4g1f_QNj8t1_bo2UCk_HaY2cTCL8&loadFrom=DocumentDeeplink&ts=1010.85)):

So when I first heard the word inquiry, uh, as, as outlined by the C three framework.

Speaker 1 ([00:16:57](https://www.rev.com/transcript-editor/Edit?token=ZvFx6KcpKFpc2dQBN9lgFev6ykZ8gKSiI6yt8vyjK0CUVY1WLjoDf3F1i-Je1D78tvfhM78pkbWToIUI002w98m-Su4&loadFrom=DocumentDeeplink&ts=1017.18)):

Okay, go ahead.

Speaker 3 ([00:17:00](https://www.rev.com/transcript-editor/Edit?token=79XPmGEToBIn_B07guJukCYqqkIfL4jnDTZAnGYtrg0JObvlxq6vCTrZKK8Zurf0lATGwvsSW6GYJXL01g0u-tc0D5E&loadFrom=DocumentDeeplink&ts=1020.72)):

No, it's not. Okay. I'll go back. All right. All right, fine. I'll go back. I'll go back. Alright. When I first heard the word inquiry, uh, I was sort of blown away by the simplicity of it. The understanding of it, it had put together in my mind, something that I would have been trying to do in the classroom, but it didn't in a way that was so simplistic and yet, so very serious about how to help move students along. I knew at that moment that I couldn't go back right. That this was sort of a moment to sort of grow as a teacher, um, that, that I had to look harder at the types of questions that I was using, the types of investigations that I was doing, uh, the different lenses that I was attaching to those investigations. Um, how was approaching sources? How was getting the kids, uh, the students to look at sources and ultimately, what kind of arguments action were those students gonna be able to take at the end of that inquiry? So the first time that I heard inquiry, it was a game changer. Uh, it was a moment when I knew that, uh, my, my teaching would never be the same again.

Speaker 2 ([00:18:02](https://www.rev.com/transcript-editor/Edit?token=m4bpUhOWFKrIAQDKJ5wvx1jfmbebPRR6vfuBpLRuhlx7aN0PL30qa8aZ2SAlEuzz-4umQ-Rso-tV0konodyRgev9dnw&loadFrom=DocumentDeeplink&ts=1082.74)):

Perfect. Excellent.

Speaker 1 ([00:18:05](https://www.rev.com/transcript-editor/Edit?token=mnhfM_iuhX1DKXsuWz_6G2rGP72DCsbteXqzMS0kZb_Ivhb4X9vJL4oOm4SAebc0ZPWZd5gJJv6LCZEEXRaQrO8NoyE&loadFrom=DocumentDeeplink&ts=1085.45)):

So I don't have this on my protocol, but

Speaker 2 ([00:18:08](https://www.rev.com/transcript-editor/Edit?token=wdlpbthHPripAFYIFxU2ZI2oyy4PwtektC5X7yJVEULuagcie4YQ3dTA3O1PMDLtvm0sIWaeezy6IzN8HzIlnTFF8-8&loadFrom=DocumentDeeplink&ts=1088.27)):

Something you said made me think that is when

Speaker 1 ([00:18:12](https://www.rev.com/transcript-editor/Edit?token=tv90wgxoyJEM-7Y7w5r1HMco8MiKn3dgHr5lj088opOGZaNeH0cHoS5rHGZPBrK9czLj7xwxpXthk6m2SV4vI4q5e-k&loadFrom=DocumentDeeplink&ts=1092.93)):

You sorta crossed, when you had this game changing moment, I'm sure that you did some reflection between the new and the old,

Speaker 2 ([00:18:21](https://www.rev.com/transcript-editor/Edit?token=nXbmnU5CgQgzR0_cDVVBfq9Sr3rVZGQBPDKz55fiw8YAWH4vf6IgzTQpVtrMkUC83-9j6mQyE4gZMpHmZi22kgg20zY&loadFrom=DocumentDeeplink&ts=1101.91)):

Um, so

Speaker 1 ([00:18:25](https://www.rev.com/transcript-editor/Edit?token=TSWeV2BjssOirt_Dbg3-ynKLZ8u-rTn2pYz_mghfNJiI1WITZK_1BETs7y_WIaCEDwXUWoVDFgivY40wUq1TW5mpf4o&loadFrom=DocumentDeeplink&ts=1105.26)):

What, what kinds of questions, tasks and sources were you using before and how did that change after sort of hearing about the inquiry arc and inquiry in general?

Speaker 3 ([00:18:42](https://www.rev.com/transcript-editor/Edit?token=MwNkqnbT9P-NotYPrXhhTMD2lKanaQT0ugZh-XBOtzvJtumTLRjrcUP5DTha51D5n6uKv6aqAolCxjyDWr0zel4bh6w&loadFrom=DocumentDeeplink&ts=1122.11)):

So after the, after this meeting, uh, where I sort of get in, okay, let me see. Start again. Alright. Um, after learning about, uh, this, this inquiry experience, um, you, you start to spend a lot of time and reflection, right? Like what was it that I felt just wasn't salvageable anymore and what did I want to be become? And I'll be honest with you. It was a very, it was a very sort of, um, tough process, right? I mean, there's a lot of, like, I felt, I felt very inadequate. Um, it was a way that, of sort of exposing my teaching in a way that, um, made everything that I did before seemed silly. Yes. I had looked at certain questions, but I'd never framed lessons or units around questions. I'd spent too much time doing what I'd always seen, which is direct instruction. Right.

Speaker 3 ([00:19:35](https://www.rev.com/transcript-editor/Edit?token=1NFZCKAzEcq8ACLTi5UBhh9OIv258_OiW3SgTzDTkKc369v_aXztJ88N4_PHF1L8k26lz-bb7d6QipN_GBbOezi8IOw&loadFrom=DocumentDeeplink&ts=1175.18)):

So if I'm up there lecturing, I'm not bringing in sources, but I'm on having the students to really wrestle with those sources. There was nothing couched in questions, right. It was just today, we're going to talk about this topic. And then we stopped talking about the topic. When I, as a teacher decides to stop talking about the topic with inquiry became today, we're gonna investigate a question. And when are we going to finish this question? Well, when we're able to answer right. The question, and then we're able to move on to the next question we're prior to it was largely based upon

Speaker 1 ([00:20:07](https://www.rev.com/transcript-editor/Edit?token=TlBfCm1G_rwMvGF1KiqiZKqCAACFmp4YbcPuphFbBlefXQDC3MoDitg9kISt0wUFNmxi4FqaOTs9B3uzGd57-BEuYlk&loadFrom=DocumentDeeplink&ts=1207.91)):

Yeah, that was so good though. I want to go back to that. So hold that thought, but the trash

Speaker 2 ([00:20:13](https://www.rev.com/transcript-editor/Edit?token=wlp_PtYV-ZN8LkuwarwSHyf5r2qL_pKCdI9z0P-Hhqubag81mSOPexlxYBq5Sqp4Q4Y1wtVuH_CSIEleIENYh1pcf0Q&loadFrom=DocumentDeeplink&ts=1213.28)):

That's fine.

Speaker 3 ([00:20:17](https://www.rev.com/transcript-editor/Edit?token=M9B1IXCIkjbfd9qU9jbYUabpPxTXc8ijhikXezId1qHRMztykVzit4YnGV_940sg9xuLhxuD67GNFLzzqDDLTjORB1A&loadFrom=DocumentDeeplink&ts=1217.87)):

Yeah. I always wonder, like, I feel bad, like coughing and stuff.

Speaker 2 ([00:20:21](https://www.rev.com/transcript-editor/Edit?token=n35Aa27vA_yhPXnYXhXUCjyfa9xKaA0h6sh0JVh8QMa0D8VNQ7s6QscX6Y2apfVymlViWnAhqGsRlNNIU4FCpf5e-UE&loadFrom=DocumentDeeplink&ts=1221.12)):

No, it actually is a screenshot text me she's back so I can tell her when it's okay. Okay. Yeah. I haven't gotten anything from her yet. The clipless is from 10 to 11, so, um, alright. Maybe

Speaker 3 ([00:20:51](https://www.rev.com/transcript-editor/Edit?token=C0H9oJGZlBp0MR9HVLzohgpYIizc8SUo5c4X8Kj2YcQ68Dvy9MidsVFBics17yDuaGI-3dh82OPfTyZnTO0ebUYl3FQ&loadFrom=DocumentDeeplink&ts=1251.39)):

That's fine. I'm going to say, I'm going to say up and stretch. Is that okay?

Speaker 2 ([00:20:53](https://www.rev.com/transcript-editor/Edit?token=SgSOlp13iRNhf35sik_-zXBUxk8sxMMSLIwALqTcV3D3nv5Z6AaM0L0eMWO2hHGqw4pZoGDN636k-g8xer25YNQTFTQ&loadFrom=DocumentDeeplink&ts=1253.56)):

Yeah. Yeah. The total Kathy earlier, I was like, this is how the other half lives upstairs. I just imagine like, no, like actual star Trek. They just had like buttons and things that didn't do anything. It's like, ah, this stuff actually runs things. So I don't know how, how's your, how's your kids? Six and five, six finish kindergarten. One star.

Speaker 5 ([00:21:40](https://www.rev.com/transcript-editor/Edit?token=mydBqeIzC5QhBuVHTSs_0_wFKJk2m7pCADrOZFW--NK-4ZE5ZbhSrxGIn08rx3Ykuc9Wx_L9xXa3sdo3aNsCGNMUEs4&loadFrom=DocumentDeeplink&ts=1300.09)):

I remember they were real close. So my son he's six, right? One day I was watching star Trek, next generation, which I love. Right. I grew up watching stuff and um, and so my son, he started watching it with me and loves the hell out of that show. I mean, just loves it.

Speaker 2 ([00:21:54](https://www.rev.com/transcript-editor/Edit?token=DNgg8yUdaBB8VLfzfrAmajH_uT2sPT43YT4-i8vTv65fGGfMqivot65-gNx0f38xkVzRh61rt43rSbL7kDP7K1ZZuHA&loadFrom=DocumentDeeplink&ts=1314.63)):

Is that the card? Yep.

Speaker 5 ([00:21:58](https://www.rev.com/transcript-editor/Edit?token=D2PWIv9KHRxBYXtubDc47Pc-Wv_8ozNHkaVO0s2FaKtK3v6tOuc1F82nks7-he7x-ikQEcE4Mk0kL3DT1iLC18w7TZU&loadFrom=DocumentDeeplink&ts=1318.14)):

Um, and like he loves his favorite character is data and that's my favorite character. Yeah. I mean, it was in, and we were talking one day, my daughter likes star Wars. Right. She's she's 10. And they, they were talking about the differences between these things. Right. And my son was like, but what star Trek is all about exploration science. And I just remember, like, my daughter had nothing to retort with. Right. Because you know, star Wars is space magic and you know, tired tropes. Right. Um, some of star Trek gets really deeply philosophical. Oh yeah. Really quick. Love it.

Speaker 2 ([00:22:42](https://www.rev.com/transcript-editor/Edit?token=Rv1-IDSfDkp7GvKj2WjyIzizX_za_KzZHguCNsP72DjHVX-QrWRorTr3kkprZP6j7KOnt3XGhZoF1EkzP-6-mjIwk84&loadFrom=DocumentDeeplink&ts=1362.09)):

Um, do you want some or a noodle bar or, um, would you like something to eat? No, I'm good. Okay. Yep. You have water and everything. She's Washington beets. And then she's going to ask,

Speaker 3 ([00:23:00](https://www.rev.com/transcript-editor/Edit?token=oyIPSXUNcypytZ429bVGsCNW9RQjgF_C9KtuGdyUGd4qNxOxnle1X2P1zbutuiMMGsTTpihy7w1urGv6lxIf8-dQFRU&loadFrom=DocumentDeeplink&ts=1380.59)):

Okay. So there's like a washing beets and taking the trash out with a barking dog.

Speaker 2 ([00:23:08](https://www.rev.com/transcript-editor/Edit?token=yuYqf7CCWRlXV6K3qLrrzPy4x4HzQOtRugRr1x2oG4nt5Yda9Dk1HC-lEvaA0PZZL172wYxMr8VTUOSv5MeaMYRYstY&loadFrom=DocumentDeeplink&ts=1388.45)):

I put your dog to work. Mmm.

Speaker 3 ([00:23:12](https://www.rev.com/transcript-editor/Edit?token=O7Z1WDUjBtuVQKbbUiG2AULUCqHphijvHIeQBoL20Up1uvbZ7UcNuLLltmPHpAhSw3IpEpyXpp3gz7mOcQpeVCrFzMs&loadFrom=DocumentDeeplink&ts=1392.7)):

So I bought a, I don't know where you guys get your masks, but I was like, Oh, we're gonna need masks. Right. So I got on, I was like, where do I find these masks? And so I went on to Etsy. Right. And I was like, I'll just find these coffee masks. And so I bought just, you know, a ton of these masks and I didn't realize where I was buying them from. You know, I just thought, I just assumed it was the United States. I don't know why I did, but it was the Czech Republic, which was like one of the places that I saw I can enormous hotspot. Right. Because of course you're going to be making masks in area that are the most problematic. So I bought all these masks and like, they came in and I was like, well, we're gonna have to quarantine these guys for a bit. Uh, and then, you know, sanitize and stuff, but they're really nice mask. I mean, they're, they're just like small enough. Right. And they, they tie in the back because, you know, I don't know about you guys, but the stretchy things hurt my ears.

Speaker 5 ([00:23:59](https://www.rev.com/transcript-editor/Edit?token=SIMJ5XxR9DRjDFVd2KG_T6_OghY5vILqRc6kFLRBHyMH23bviaa7tewYYyAxwOh1LN1hKDZdT0Lvdm56eZkW9iNGI8A&loadFrom=DocumentDeeplink&ts=1439.92)):

Yeah. The tie in the backroom.

Speaker 3 ([00:24:02](https://www.rev.com/transcript-editor/Edit?token=EIKchu8NG_JTXpIRrLWA_k_k5qqZICSywaDAr-wB8zFCkzXO-msyJatp1sjZNROWVLKLETFDeMKderBJ81hO0-RXzbg&loadFrom=DocumentDeeplink&ts=1442.29)):

Yeah. In the back, it was just a pain for me.

Speaker 5 ([00:24:05](https://www.rev.com/transcript-editor/Edit?token=c5XcJRMUf25Wia_4KXzna0YjlkTU6wVAsJqA-ALMJNLoa5OovhczBB9NyLLPQAVLUdCWedgQk5zIPj83u49vYt0Avmo&loadFrom=DocumentDeeplink&ts=1445.67)):

Then you have to, like, I was tying it back initially. Now these are really loose. We have the other ones that are too tight. And like, after a couple of minutes, you want to rip it off. Yeah. This also has an insert to put like a mug more serious.

Speaker 3 ([00:24:23](https://www.rev.com/transcript-editor/Edit?token=Znf1uWuUn7XVOe-VA6hXCE7Rz0tWxYJnUjDWxAcyYYJiqIeP6w0qwowItrWqmApww8BECrYtezVQDuE6HVUxkqEIrXA&loadFrom=DocumentDeeplink&ts=1463.3)):

Yeah. Mine might have inserts too, but they're all the, I can show them too, but they're real, like they're real tight. I mean, they're just, you know, and they've got that like louvered feel so that they expand out.

Speaker 5 ([00:24:34](https://www.rev.com/transcript-editor/Edit?token=kj89_pfC6t1cfdhacG_1TSsHRazZ6oOHyrR68WIl3vp6iSHR3PmF9jaavuzZxRt_F2Hqj6sQVMbWLMtNwHcI_JMdU7A&loadFrom=DocumentDeeplink&ts=1474.66)):

Yeah.

Speaker 3 ([00:24:37](https://www.rev.com/transcript-editor/Edit?token=pTlw8Kk6IoJuOFjjHKOLALeGUhBbmtkEHk7u9McT6v2nFtEy4n9KNHsZrkLb1slKJXzhEsK0MbKGaHaDd4T1Q9EDNhk&loadFrom=DocumentDeeplink&ts=1477.59)):

Oh, well obviously you've never had a, like 82 Camaro with louvers in the back. Right. Okay. Yeah. It's basically just, I mean, they're a hundred percent pointless, uh, but they're, they're, they're just like, um, small little windows. It just gives like an effect to the car. So

Speaker 5 ([00:24:59](https://www.rev.com/transcript-editor/Edit?token=-wj5cihX1H-eLVzITx143Mc8tOdh3eNYRloKw8XabQa1fKFEss9t-fxuJaNz65otETzgWqixTsww8XWMo5q2T_WO_Uc&loadFrom=DocumentDeeplink&ts=1499)):

I can picture that now we actually did for awhile. Um, six Camaro. Is it an Iraq? I think it was Iraq diseases. Yep. Yep. That's it. My dad was like a really big car person. He, he liked like cool kind of classic. What was it? We had a 1949 Dodge Coronet convertible car. He drove in high school. He found one. That was all right. No worries. Completely restored working order. He drove. And he was just always, we also had a 1926 and a half Chrysler or something, which is basically like, it looked like a model T it was like the deluxe. It was a few years after the model T it was like, well, I'd like the Primo cars you'd have a time. And then it was never drivable when I saw it. But in 1950 something Chrysler,

Speaker 3 ([00:26:18](https://www.rev.com/transcript-editor/Edit?token=5teoTN6wa89-EqqkeOsU67lwf4_74XwvZt-4zMO0cGFNX7wrZBsU-5gRA44d-15F53aP0-fINS7IrPtFIz2r7Xyge3I&loadFrom=DocumentDeeplink&ts=1578)):

Wow, you guys are all like,

Speaker 5 ([00:26:19](https://www.rev.com/transcript-editor/Edit?token=n7rMpjPwJ2LILKQFTIKFAuwiZK2XLsY7DPLg1HwDrROkwEMJkl242J6jiJQfpz_y72EoYa5wQAd46lCyFBwTLSHWv-k&loadFrom=DocumentDeeplink&ts=1579.49)):

So my, and that one was, was let's drive a little, we would drive the Dodge. It was like that like, beautiful, like red, it looked like a giant boat going down there, but he would also like periodically, like he would buy, like he had a Jaguar for awhile. Then he got this Camaro. At some point he wouldn't even drive it. My brother drove him a little bit. It was just sit there. And it sounded like,

Speaker 3 ([00:26:40](https://www.rev.com/transcript-editor/Edit?token=orFRGbSRpkHItPQtLWlX37Hd8Xyaf0tT5KJ0lbUlmV57HT0nZNt0WntA-G_w96kAcA_EO418QXzDNiUCLLgx40Hi9Lg&loadFrom=DocumentDeeplink&ts=1600.79)):

Yeah, it's, uh, my dad had, you know, so my dad made like a living on the side where he would, he like, I mean, he was a great engineer, hated education, hated schooling, hated everything else. Right. I mean, just wanting to do his own thing. Right. Uh, figure out how to live on like $3,000 a year, kind of, kind of guy. And, uh, Bonnie I think is coming in here.

Speaker 2 ([00:27:04](https://www.rev.com/transcript-editor/Edit?token=pPgb-nkT9VvMekLOnhr2RAGvOoaL9ccOXkAP3mEmKMXB14hnKT6JYWVyG5E1BktjW8RvDhUOCB9Opk39Nl8BWjiGWFY&loadFrom=DocumentDeeplink&ts=1624.14)):

Somebody is,

Speaker 3 ([00:27:06](https://www.rev.com/transcript-editor/Edit?token=pSteaX3QtRLuUdMkPh1oontJ0MHq4I28EWqtGhizHDFuH7K5PEXadjhUMTHdjSvSoC93UfhZ2PpOdDrhEFiIk7xYfY0&loadFrom=DocumentDeeplink&ts=1626.11)):

But he, anyway, he, for my 16th birthday, I inherited the, this 1983, Z 28 Camaro. It had a three Oh five under the hood and it, um, you know, it was, uh, you know, he put this huge V8 in it. Uh, I had, you know, bigger tires in the back. It got six miles to the gallon, six miles to the gallon. I live six miles away from the school. So it took me a gallon of gas, right. To get to school every day.

Speaker 1 ([00:27:36](https://www.rev.com/transcript-editor/Edit?token=1wBKu0ObAgdGFlWDtNfuddTWDZ9-g0dZYnuzzTG0U-TOFr6n3EVi7ahPhym8PTsPcvpsCFRYQSxGYuI-O6h2P6N264M&loadFrom=DocumentDeeplink&ts=1656)):

Yeah. Gotcha. All right. That might be necessary. Um, alright Mani, sorry. We had a sound, we had a sound issue because Vivian came back with her dog and so we're in the middle of it. Right.

Speaker 2 ([00:27:53](https://www.rev.com/transcript-editor/Edit?token=fzaG_svHYbp0r5GLQzueASJf_7_5nSl0s7Cy-t224D7SiEn3xAOkeQtqhl6BCZLF5rLOqWdaDjEKrx2QvchaSD9puoI&loadFrom=DocumentDeeplink&ts=1673.46)):

Um,

Speaker 1 ([00:27:55](https://www.rev.com/transcript-editor/Edit?token=zNQpDmV1o_9cKogJrgF45auhXcdro6tK2uEyKg_cbFygd4s4H6vFO00UbGiqtPhyCK8Q23DCKGWYidZGlHo_rBzpZ0s&loadFrom=DocumentDeeplink&ts=1675.75)):

So she's not coming back for two days with the dog.

Speaker 2 ([00:27:59](https://www.rev.com/transcript-editor/Edit?token=1KYRVDYxbqRfEDmNqsNatS7oU5ArUxddYCiwYMSMoOzWfTkrBslQdUdJvQDgxKXyWMMiYcSv7Kn12RA8I6bJ5Zdhl3c&loadFrom=DocumentDeeplink&ts=1679.69)):

Yeah. If you would just, um,

Speaker 1 ([00:28:07](https://www.rev.com/transcript-editor/Edit?token=B9Yy8-0KMv_9Chch6GwwF46Zqkvf3tdh6Se7I9V4B12IsrgNWv85W-ZAtjC8_koTSqteoQX2b-BvcHBlax6utZC_3yI&loadFrom=DocumentDeeplink&ts=1687.8)):

So Ryan, this is all really good. Um, the one thing we're noticing is that you start, which is fine for a few times, but you're starting sentences with, so, so the extent to which you can just, if I ask you a question, you know, tell me when you became a teacher. I became a teacher, not so I became a teacher. Okay. Just a little bit.

Speaker 2 ([00:28:39](https://www.rev.com/transcript-editor/Edit?token=9_dNixnkCLqowPScFVnccM2PVDzRmW-hgixaH9UIlonTWDM92JssAF-1AWmdrQARt1SSXd7o5JT4QBM_5Pg4cQ9Oveo&loadFrom=DocumentDeeplink&ts=1719.78)):

Sure. Um,

Speaker 3 ([00:28:44](https://www.rev.com/transcript-editor/Edit?token=ccyRSa_cy9te5trhxYWs_Cff-g82skOfs6Sw3V4Pif1Lt1jSGdeTscQAQFAf5Nl9ilayGUF4Z7urFIuGwecex7DbwX8&loadFrom=DocumentDeeplink&ts=1724.99)):

Was Ryan Lewis guilty of that too?

Speaker 1 ([00:28:47](https://www.rev.com/transcript-editor/Edit?token=l_b7cw4l_yi9t26QvmkFmnpdwYSV2tDOItGOu-d2zJMjVL0CIOArWR90sWQnA8brVz-_frRiuKmMgrxzW5wM-eB_4II&loadFrom=DocumentDeeplink&ts=1727.44)):

Ryan Lewis has a problem of looking Ryan in order to keep things straight. So we filmed him three days before close the schools closed because of handout X. So, and we were in a school with real teachers, like on a school day. So we were trying to film him in a hallway, not in between, but during a class. And it was just so what he had to do, I could tell in, or, and I think he does this naturally anyway, to keep a thought in his head. He just walks up a lot. And so he talks to the ceiling, which we can deal with with cutaways, but you're much better if you want to rumble in the jungle, you are much better at sort of looking at me and keeping focused. And, um, so I think all of that's. Okay. Um, we're just noticing that the soap piece, I just thought you could handle your ego can handle that. Yep, absolutely.

Speaker 1 ([00:29:51](https://www.rev.com/transcript-editor/Edit?token=oMhwXkRYcx-_QnSvc2UCa7M7kbI8UkOtUWiPxHo7r-oYnIXPul2Kxs7xKkgXi0p1fRH2LytmYpfKgka7huDHljkZ58A&loadFrom=DocumentDeeplink&ts=1791.71)):

Alright. Gates and Callaway. You guys ready? Set. Okay. So where we left off, um, I think Brian was, you were talking about sort of the reflection that the reflective process that you went through, you know, when you, when you first had these initial experiences of inquiry and looking back at what you were doing and seeing parts of it, but not, not cohesively. So, so you were talking through sort of questions, tasks, sources, and sort of unpacking your past practice. So I guess that's where I want you to start here is, is tell me about sort of the comparing and contrasting or the contrasting between what you believe to now be inquiry and what you were doing prior to that. And do we have a light problem now?

Speaker 2 ([00:30:48](https://www.rev.com/transcript-editor/Edit?token=evTtLSV3IodXrUG1jrgxG0YWGgMVMdupFF9stRDs8z-ONlbNCRhDzEm2PYr4JpN0UAFiBkErtZyCvH_oOn5dG8l-JT4&loadFrom=DocumentDeeplink&ts=1848.82)):

Yeah.

Speaker 1 ([00:30:50](https://www.rev.com/transcript-editor/Edit?token=1g4gSCleIi4dGFTf9XVQqd0TJfmakppjmA4CkSqNKwnD6CPRQUwYTc2Cl8A05TIO9ejfEd6hUsSGCBhW4bSkknIzUYc&loadFrom=DocumentDeeplink&ts=1850.98)):

We need you to turn on the overhead lights. Maybe

Speaker 2 ([00:31:00](https://www.rev.com/transcript-editor/Edit?token=D2ifecUaatiHQMtjEQ2wiLo0wAydv4qF5DyHkb_O6vN-nOgatfpTgG0pEfobEO52EA-Rl2YCC5rk2lLvj2J53W-3Hq8&loadFrom=DocumentDeeplink&ts=1860.63)):

We'll check the cloud situation here.

Speaker 1 ([00:31:08](https://www.rev.com/transcript-editor/Edit?token=7V_mAa0Bb6XepiqG7jOiwM8lYUag2VN18Sg8A2y66VMYh1CtM7WE9-Y6mG2434bsqhrkYFVg50PDfgTbmUIN-PxOm-U&loadFrom=DocumentDeeplink&ts=1868.64)):

It looks like it's just going to be, there's about to be sun in about three seconds,

Speaker 2 ([00:31:13](https://www.rev.com/transcript-editor/Edit?token=VhWZtvhup4jo98iPT9MLdE7dRRhZXeB5xEXTlJKZvwIEH7yyygAbJRuDwEOdLjaMFZw4ZHGDvaVFr1QcZaAhYeiyKzw&loadFrom=DocumentDeeplink&ts=1873.62)):

But I can see it. It's coming

Speaker 1 ([00:31:46](https://www.rev.com/transcript-editor/Edit?token=9wXa28A8IrQaVfHaFUBhG4FI5vE3_QpQRVOSyySjjMV8KCyM6muDIO7qiBcc0MA8lW59TC7Y1IJSnObfhE_ehfM7_7Q&loadFrom=DocumentDeeplink&ts=1906.37)):

Now. There's extra pressure to get these things right. The first time. But I was looking at my dark and the, up on the thing

Speaker 2 ([00:31:54](https://www.rev.com/transcript-editor/Edit?token=2VQHiKCcODUtxs7myPOeWTZOBrM2_nUW9Wbh3w0Rp3dtLqa-bottNJx45Otr70DVBHzMtpuKJSbOKO5hOiGZdYzJ590&loadFrom=DocumentDeeplink&ts=1914.49)):

It did. Yeah. So we'd have to be [inaudible].

Speaker 1 ([00:32:07](https://www.rev.com/transcript-editor/Edit?token=qshCboOLcw7wSyhOSVjez_P54D7LDlAzATeexkG4xVYPHRYxzOUvpAARa8qfh_h_6VrcyncnUzIUqWTv62n_bAhSfCg&loadFrom=DocumentDeeplink&ts=1927.11)):

It's just going to be partly, it's going to be doing that again. I don't know what they're doing, trying to figure out if they can calibrate the clouds or

Speaker 2 ([00:32:12](https://www.rev.com/transcript-editor/Edit?token=jzc2kBDnmHJEXzUdOtEuN3eGjBivbXPi4wucYFpm1ybxHyoeC0CcmijFuZiJckNpQoNE1nk0vw8yqX7bzkQdapqi534&loadFrom=DocumentDeeplink&ts=1932.95)):

[inaudible]

Speaker 1 ([00:32:23](https://www.rev.com/transcript-editor/Edit?token=Dkzj_UDfHvCLfnr1kuEay8k7NpdQACPJVmHDlheSfdHH2czNYztgQIYoeelh8uTPLhJWzb9-CTLwvrG2yjdrDhn6Ou4&loadFrom=DocumentDeeplink&ts=1943.62)):

Sorry. One of the reasons why

Speaker 2 ([00:32:26](https://www.rev.com/transcript-editor/Edit?token=7BrJXySX6UMdMt_Gqkl3xuFTkb3DEJ6MX78QzLLBuaxIiSAf3qmewgZ8hjJhkCGD8CUF3s_D3tf3eVRIvNss7avf2CI&loadFrom=DocumentDeeplink&ts=1946.05)):

It's like, just be some female energy on doing is dealing with men running now, even in your house dog. Oh God, four, two, three, three for 17 stretching. So reflection pass, you know that,

Speaker 1 ([00:33:07](https://www.rev.com/transcript-editor/Edit?token=B_nYTQ2UQ9HRzK_5YIZyGtF3VU5pjVCJkxBhdH64F5aXNdOsiZkPfEUBy8Z3CLseoP8LS2iM4fLldJgplP1RJ1BtOPc&loadFrom=DocumentDeeplink&ts=1987.96)):

Okay. BC, before inquiry after inquiry

Speaker 3 ([00:33:12](https://www.rev.com/transcript-editor/Edit?token=VsmRMT6akxtNe4ZiTatZPXFWmHfD_CQFD-sw-sTVihegFHyXvURWrr2PULjpfyU_ak5TICazV_ZQsmkQbA2fRHcldEU&loadFrom=DocumentDeeplink&ts=1992.7)):

Inquiry is a game changer in my class, the teacher that I once was, was sort of wrecked before I was very much about direct instruction, very much about guiding students along very much about dictating what we talked about and when we talked about it, and if there was ever any use of sources, which I had, it was much more to fulfill those ends, right? My own ENS, as opposed to anything that the students might be really interested in after inquiry, right. It suddenly became, how do I really deal with what are the best questions to ask? How do I frame what I've been doing before with questions? Uh, how do I get students to be able to read these things, these, these sources independently, how do I get them to discuss these kinds of topics, right? How do I get them to make better arguments? And what does this whole thing about taking action? Right? Because that was something that I'd never even dreamed of doing before as if the previous self of me was like, you know what, by osmosis students are going to get citizenship and they're going to be just fine. And inquiry became a game changer of making things much more serious of what it was I was trying to do. Right. Beginning with questions, ending with arguments and action.

Speaker 2 ([00:34:24](https://www.rev.com/transcript-editor/Edit?token=z2V8KOkVCp-SbGPGW_P9DSylzhvHP8I_B5HIfp5ShC_8eCiDWHdtdXuLupKSMcBKxlUJyJaixSvEXUE4s-31nGDVu7M&loadFrom=DocumentDeeplink&ts=2064.14)):

That's good. Um,

Speaker 1 ([00:34:29](https://www.rev.com/transcript-editor/Edit?token=SuJPCf6vrldwMvQC1pwMAiDNAXWokS6kgTZut0T0aDVihTVEmV53QRIImKZhzGXNcahg8enN2KjzK_fldrBPeicdAZ8&loadFrom=DocumentDeeplink&ts=2069.78)):

That's good. Um, what do you think of when you hear the word inquiry? So for instance, if you were working with new teachers or old teachers or a teacher's unfamiliar with inquiry, what, how would you describe inquiry?

Speaker 3 ([00:34:49](https://www.rev.com/transcript-editor/Edit?token=-B5TQ10tuJvrZh2G8jaoAObLfKT3xClANSlKRsX-jxCyf6aI0HxfkRet8rc5DMFiVQsttYImAL7r5YC0C8BpLJo6OeY&loadFrom=DocumentDeeplink&ts=2089.79)):

Inquiry to me is how you think about the world. It's a process in which you, you use to, to make connections to everything around you. So when I'm working with students and I'm working with teachers, when I'm working with administrators, I sort of call attention about how they go about doing their daily tasks. How do you think about things, right. Do you have questions that you want to know? Do you have different avenues of way of seeing those questions through what type of evidence are you using to, to ground yourself in that, in that question and what are you going to do after you look at it? Everything from a job interview to buying a car, to having a good relationship with your kids, I think really begins through this of inquiry. So it's really about how do we take the processes of thinking, uh, and just refine them. And that's what inquiry does.

Speaker 1 ([00:35:46](https://www.rev.com/transcript-editor/Edit?token=2udNGXWV8zM3Mpbgfs5LHE2I41V1iaI_Q4wDzVRO9x6XK2WqnTWqzgE536kYQKSMdrmVt8TQOH17iMFbXcfZE09spfk&loadFrom=DocumentDeeplink&ts=2146.43)):

What's unique about inquiry in social studies, as opposed to other content areas like what's, how would you situate inquiry within the social studies?

Speaker 3 ([00:36:01](https://www.rev.com/transcript-editor/Edit?token=PxwRDwuP7u9wQjqbtUt735HxfUUp-18vqLI9CaIZH_KjdBxYuJzehZTj50WebuTdAgYZ6ZZsJjRSLGtD0cifanrIRpQ&loadFrom=DocumentDeeplink&ts=2161.05)):

To me, inquiry in the social studies is about this idea of contestability and contestability. Is this, this idea of do we all see things the same way? Do we have enough evidence to prove certain things? What is the right answer to something unlike science or maybe math, uh, we're inquiry really sort of depends upon consensus. It's really about sort of discovery right? Through a process of that, but that ultimately you're building to a certain understanding. You're building to a convergent idea. That's what science is predicated on. Social studies honors, right? The different perspectives of people coming in. That's what we have to constantly reflect and re reevaluate that, which we do. So inquiry in the social studies through this idea of contestability is all things are contestable because they're with bias and perspective and different nuances of, of sources and what we have and what we don't have and what we seek to have. And so social studies then, uh, with an inquiry allows us to sort of investigate the world in a way that we can connect to science. It's difficult to connect through inquiry. I can observe a demonstration. I can observe an experiment, but I'm not in that experiment. In social studies, we can't be divorced from that, which we study.

Speaker 1 ([00:37:22](https://www.rev.com/transcript-editor/Edit?token=nOCMY9U2fcofyyvl1ly6xn0tU34nbWb_bplg57aedpW1KxEoGh_kbj5oMF8oNWOlIR9PqMuEypioIjnUMrVLlQSmTNU&loadFrom=DocumentDeeplink&ts=2242.68)):

How does inquiry make students better? Citizens

Speaker 3 ([00:37:33](https://www.rev.com/transcript-editor/Edit?token=cRYoLgdaCe4VQCBofuIp4TcDfgYzI3eWY86DcCF_NUxJX51CoH0L2nldefuFslU9afDUmD8tHuiFaCpmL30wx0wLwjY&loadFrom=DocumentDeeplink&ts=2253.32)):

Inquiry is foundational to citizenship. Let me start over. Inquiry is foundational to citizenship. All right. Let me say citizenship. Citizenship. Give me the gift of the grip top sock. Got it. Okay. So inquiry is essential to citizenship in a democracy, right. Alright. Alright. Alright. Alright. I got this. We got this joke. Well, because I, you know, you know, where my mind goes, right. Is like, you know, citizenship into, you know, like North Korea's, whatever. Um, say the question again, please.

Speaker 1 ([00:38:20](https://www.rev.com/transcript-editor/Edit?token=mjpaeWyYSZNTi4KXnig7fGq1stUFLN7fCqoFTKkwQJrltgSFK4OL_AFoqd5UJfRpnGo_vLUelKQkQNaJsE7B78mWfHE&loadFrom=DocumentDeeplink&ts=2300.61)):

So what role does inquiry play in making better citizens? How does inquiry make students better? Citizens

Speaker 3 ([00:38:27](https://www.rev.com/transcript-editor/Edit?token=cEtI4TefuUd0Mi7Kr_bLIwig3YPL-YBN-I8RmNvsekFFoROZyHJR1-ZFw6UR94ps3L872ysPTFEZ6MWRePxXmGlF2KA&loadFrom=DocumentDeeplink&ts=2307.65)):

Inquiry makes students better citizens by burdening them with the, with freedom. This is what I used to tell my students a lot that I'm going to burden you with freedom, and that you have the freedom of understanding what questions that you want to investigate, what sources that you choose to engage, uh, what arguments that you choose to create or react to and what type of action that you're going to take. Why it's a burden of freedom is that it's on them, not on me and democratic citizenship is messy. It's fraught with all types of problems, creating a democratic classroom that uses inquiry as its engine, as its process allows students to sort of work through this messiness. It allows them to have discussions, build consensus, to engage in questions. So inquiry to me provides the process that enables citizenship to work because without it, what other process allows us to lend itself to argumentation and taking action, otherwise it would just be willingly. And we can't have that in a democracy.

Speaker 1 ([00:39:48](https://www.rev.com/transcript-editor/Edit?token=yoEvGX4VtTmNOQCC1GuC8PTv-YbvSACL-QRauUlaRk2GB2mZOFzQiRs3EVEaKyTdjGjlnXjZH-AaClrPpTayF27iNtg&loadFrom=DocumentDeeplink&ts=2388.06)):

So tell me about your initial experiences with inquiry as a teacher. So, so far you told me about, you know, becoming a teacher, becoming a social studies teacher, understanding inquiry for the first time road to the mask is kind of shit, you know, changed you, as you thought about old practice, new practice. Now take me into your classroom rule County. When you first started doing inquiry, what does that look like?

Speaker 3 ([00:40:18](https://www.rev.com/transcript-editor/Edit?token=7GpMY2vwb6pAUuydADtZwoO9vSPluKGQoK83Ssj8V9j8V-7xa1KzOJrNqM_SHvqfScycOcyTC0mqRz-pBCPZ5latxPk&loadFrom=DocumentDeeplink&ts=2418.83)):

Why do, can I talk about IDM here? Can I mention that? Okay. Alright.

Speaker 6 ([00:40:22](https://www.rev.com/transcript-editor/Edit?token=OEXr1zTsN6-aTbWVzobXSp-G88LPOsCWTAnl5OTsVlH-Ph3fkHKdgKA_VqML_7NJO9AKjSNEXIoiLAYp57h00TKkJmo&loadFrom=DocumentDeeplink&ts=2422.92)):

[inaudible]

Speaker 3 ([00:40:27](https://www.rev.com/transcript-editor/Edit?token=wc97EpukVLLZ8uKRlqavS28R9xGIY889El2qPiNhsVC7U9gt4D866PU95xg8GmpiG3uvQfT0cUddYVnXSS8rEwtWieg&loadFrom=DocumentDeeplink&ts=2427.29)):

What, when I went to Boyle, there was another teacher that I was working with, a teacher that I respect, uh, through and through her name was Nicole Wheeler. And we decided at the beginning of the year to start off the year with an IDM, uh, and the idea that inquiry would then be something that our classes would be starting with and not something that we move towards. Uh, the very first IDM that I did, uh, was, was it destined to move West? And it was an absolute train wreck, um, on Epic proportions. Um, I think that, you know, looking back on it, uh, I did about everything is wrong as you could possibly do. I overestimated my students' ability to engage in the sources. I underestimated my ability to, uh, to provide space for them, right. To really engage. Um, and, and those, those ideas. And I feel like I still railroaded them and still led them to where I thought they might go.

Speaker 3 ([00:41:20](https://www.rev.com/transcript-editor/Edit?token=Q03v21Tp9cQJ-rUGr_koQKMMKDMPNYd6L-HL7rO2gmpWeLCTLwwgNAaBFTjZU78QxjG9tCQGcBT966hHvcewQYOoXMo&loadFrom=DocumentDeeplink&ts=2480.66)):

Um, it also caused me to think differently about, uh, sources. Uh, I remember finding, trying to find one source. It took me about three hours to find one source that I felt needed to be added to this IDM to really get to idea of how American Indians were thinking about Western migration. Um, and I remember finding the source and I remember telling another teacher that it took me three hours to find a source. And I remember them saying, I don't have time for that. And what's amazing about that first experience. Is that the only thing I really remember to be honest with you about other than, you know, being a train wreck was that that one source that took me forever to find, um, almost every student saw that source as, as, as instrumental to their argument. Almost every student used that source right. In their argument.

Speaker 3 ([00:42:04](https://www.rev.com/transcript-editor/Edit?token=hx_bdG_l-LTYrcjlCuHGqKvDBeflUIza9swQ16w_KONHmusmr-QtCotO83uQBogO6wL5d0Tp8eAB7uzN2jH9L16wQ54&loadFrom=DocumentDeeplink&ts=2524.37)):

And it could be because, um, you know, I overemphasize it, but I remember when they were thinking about it, this idea of manifest destiny and the idea of a God given right by whites to move West. This was a letter from the Cherokee. And it talked about how there, the great spirit had given them the land and our member, this epiphany by the student who said, Oh, well, no wonder they had all these problems because most of them thought their gods had given them the land. And that was a moment that I really remember that was a shining sort of beacon in that first, uh, real inquiry experience, uh, where it showed me sort of the possibility that I did not have to provide the path forward. I just had to engineer, I had to structure, I had to rethink my role as a teacher. And that role is as a curriculum designer, not as someone who's going to be a Sage on the stage who guides people through a process, right. Sorry, I'm going through a process. But, um, that, that tells students, um, how things actually are. That's not right either. Um,

Speaker 1 ([00:43:06](https://www.rev.com/transcript-editor/Edit?token=SpkCPsnEOdJLLBPTh7ref-7ZiubSUQVikmS_bDdla94ofs-dkwIpMscFTyUvBZ6Izx_b6Re65jh8ac_WqUwSoVmua3I&loadFrom=DocumentDeeplink&ts=2586.5)):

I don't know where to go from here. That's okay. Let me reframe the question where I think you were going in, which is, you know, so you have this initial experience teaching this inquiry that went South. It sounds like in many ways you seem to have some Epiphanes about what your role is as a teacher in Cory. So maybe you could talk about what is the role of the teacher in an inquiry when you're teaching with an IDM or within an inquiry based approach.

Speaker 3 ([00:43:36](https://www.rev.com/transcript-editor/Edit?token=6IdvnBubvrWhmqW1dBbIoE6RakgOWvu3MHMGinzY69okwuNu-4pehu5UJbNlTJjsywNdv6rr4sHoxXNb5sAGskOw4TY&loadFrom=DocumentDeeplink&ts=2616.95)):

So my first experience with, uh, the IDM was a desk and move West when awry, it went in, it went in ways that I didn't anticipate. Um, and I guess reflecting on it, you know, just now it really sort of shows this idea that, uh, it was sort of the death of the old Ryan as a teacher, that it was setting me up for all the things that I felt had gone wrong were really sort of opportunities for students to, to, to really see their learning become manifest. I remember there was a, this sort of epiphany I had about the source that I had took me forever to find a about three hours. Um, but it became instrumental for S for, for students. Um, because the sores talked about how American Indians, um, were arguing that God had given them the, you know, this land and this was juxtaposed to many of the other arguments or whites were making under manifest destiny that God had to also given them the land. And I remember my students sort of having this epiphany, uh, which then caused me to have an epiphany right. Of, I don't have to, you know, drag them along through a concept that by staging it in the right way, my students were able to dive into sources in a very authentic way that created them this new opportunity, uh, not to learn from me, but to learn from people in the past. And that's what history is all about. That's what social studies is about.

Speaker 4 ([00:44:59](https://www.rev.com/transcript-editor/Edit?token=7llI2i-DtphsjoRcvvYPeUmx-13cUQkP84-FVt-p_BjwGgTyVXOkaXUFUkUuSXU1Sw2uHiTeZ6xA14lJhefUMUPWyCA&loadFrom=DocumentDeeplink&ts=2699.1)):

Hmm.

Speaker 1 ([00:45:01](https://www.rev.com/transcript-editor/Edit?token=lGhnpH_xny39ElH-YtcZZVXGJ2NWA3-BvyRGeAG89kDhfqwH5I37zKVbvQZgICZcQpLWCs4IahOUgKy6TB8G3EblS8o&loadFrom=DocumentDeeplink&ts=2701.13)):

So what, what time I was doing a PD up in Illinois, and I think I wrote you at 5:00 AM because I was panicked and you were up and I said, look, I need you to quickly write something about the value of inquiry and you did. That's one of the reasons I love you. So I don't know if you that do that kind of shit for me.

Speaker 3 ([00:45:20](https://www.rev.com/transcript-editor/Edit?token=YvvbhADs2RwnYCZQGsuZkSNKJvuFZXhlDXFPMHLN1-4sGeWvYg6OAbh4kdjl51sq0iarWNC78Zayy4gqBtE92G-GtqY&loadFrom=DocumentDeeplink&ts=2720.29)):

I, I do remember this cause the reason I was up is because I had the flu and I was vomiting. You're welcome. Yeah, no. So, so just so you know, I remember writing that right after I've just vomited.

Speaker 1 ([00:45:30](https://www.rev.com/transcript-editor/Edit?token=JHhq5tXHxNImjO55BCXr1G-uj9GoEnLBI81pen-gVvrawuMRKqWF3kvVxe_uxq5BZoIU3XqpqmYsXsdcMCANnExDULI&loadFrom=DocumentDeeplink&ts=2730.05)):

Oh, good. Well, could you maybe talk a little bit, I remember in that piece, it's just a short piece, but it was, you must have been, you know, vomiting what you get to enlightenment. But I remember, I remember you talked about the inquiry or the value of inquiry being in gaps, gaps for students, you know, sort of recognizing gaps in their learning and then gaps in your own teaching. So just as a way of, I'm sure you don't need it, but jogging your memory. But if I asked you the question, what is the value of inquiry? Perhaps you can answer that

Speaker 3 ([00:46:09](https://www.rev.com/transcript-editor/Edit?token=5TryJu5J9ko8eCBzwVFU-HXvvDR24WKOmrS5ESJv9G6Kwr3SW9r5ZmGDO3aFrgeQSGgwDLxlLp2GRI2LC1c3wTqNKo0&loadFrom=DocumentDeeplink&ts=2769.36)):

To me, the value of inquiry is it exposes two types of gaps. The first is within student knowledge and learning and experience. And the other is with teachers, with students, those gaps, um, are, you're just making space to have conversation, right? Democracy is all about literally a government of discussion. And so in order to prepare kids for that, you have to give them opportunities to discuss questions and, and sources and perspective. Those are sort of the gaps that are exposed by students very easily. So they arise to the surface. So the teachers can be more surgical and their help and their process and their facilitation or their deeper dives. When it comes to teachers, the gaps that inquiry exposes there has to do with unlearning, how we have learned to teach that inquiry exposes for me, it made me feel very insecure. It made me feel inadequate as a teacher.

Speaker 3 ([00:47:07](https://www.rev.com/transcript-editor/Edit?token=Bmd9P_Ocg-yAfsgezP96tBS3D2_D3J4C0QdwxiLDGswrjH0FJdwHvg7Y12eXoE0heUAx8UzVtmkUbqj7ZgMeavuRuG0&loadFrom=DocumentDeeplink&ts=2827.43)):

It made me feel like I used to have to know all the answers. And now suddenly I couldn't because there were too many questions. All of a sudden, when you make space for students to ask questions, they're going to take that space. But that what that means as a teacher is that now I can't suddenly answer all of this. And part of that, that dispositional shift and the gap that was exposed was the, that I don't need to be the person who knows all this stuff. I need to be a person who helps students figure out the process to help them investigate their own understanding. The other gap that it really exposes is the knowledge that we think that we have as teachers. Uh, there's this idea of sort of like as a content trap, where we have to know so much content that we have to then tell this to students in a way.

Speaker 3 ([00:47:54](https://www.rev.com/transcript-editor/Edit?token=Kuhc8fhScjC-LLzkOgFAneYXxCum_qpMWlTE2Y2p-uzLEnoNNrvOtbZPVjxpnAVX64m-6Bhk0ZbI0mIZToUxKRf5Ym4&loadFrom=DocumentDeeplink&ts=2874.04)):

Um, but what this really means, what I, what I learned from myself was that I was comfortable with a certain story in my own head. And that inquiry exposed that that story was incomplete. That the history that I thought that I understood was incomplete or had been shaped in such a way that it was vanilla and bland and not worthy of discussion. Another gap that it exposes is the idea of how we, um, learn as teachers inquiry is how we should be learning as teachers. But if we're not investigating new sources, asking new questions and creating arguments about how it is that we should proceed in our classrooms, then we're being, we're doing a disservice to our profession and to our students.

Speaker 2 ([00:48:42](https://www.rev.com/transcript-editor/Edit?token=08iyjBTPoDlLXZylNWmErDM9wD7t1Z6aqZgsPETMhH8xm_HcKRsR-Gt4FUzkBWVTjwMCLNDRoTv96KGBpqk8MgQH4f0&loadFrom=DocumentDeeplink&ts=2922.2)):

Yeah. Yeah.

Speaker 1 ([00:48:46](https://www.rev.com/transcript-editor/Edit?token=l4wzYrt-VsiQE6wNP3sdEFmpCzynzWDPIp21rAdSL2qXEA780wuLEvynCv6OniwRmDcsL4nZ8i6WHPszsbFzIgCIQ10&loadFrom=DocumentDeeplink&ts=2926.69)):

How do you push through those initial? Not even initial, but those experiences of inadequacy as a teacher, how do you push through, I'm going to ask about a few more questions, then we'll break. Okay. Um, how do you push through those, you know, initial experiences where you expose your NAF Wesley as a teacher, how do you push through it?

Speaker 3 ([00:49:13](https://www.rev.com/transcript-editor/Edit?token=CiLqj24FkCsTQZrv-6LxsoGgJlSp2rLdf_-warMSXDhYGEHmKjMLOmbVDAsA0eD4YaeH0GCYa32mXQw_7_Ur_6y3oiw&loadFrom=DocumentDeeplink&ts=2953.78)):

Um, so I don't know what I do as a teacher that's really worth anything other than I'm willing to try stuff. And I think there's some, there's something to that. Um, uh, inquiry exposed some inadequacies in my teaching, uh, that made me feel very stupid. And I remember, um, I remember for actually for a long time, I was talking to my wife about this, that, um, I felt dumb. I felt dumb in class. Uh, and that's not something I normally felt. Uh, I thought I had stroke. I thought that I like, I couldn't remember stuff. Right. Um, and it took me a long time that first year at Boyle, uh, with inquiry to figure out what was happening is that, um, over the over time, what I realized is that every day I wasn't the one making all the connections. And so they weren't as pressing in my mind as they once were whenever I was doing direct instruction.

Speaker 3 ([00:50:06](https://www.rev.com/transcript-editor/Edit?token=HFT3qowGKld2sWaslpIaeb9JH_cDamgI9qJ6N3OFaD_BiQay5mO12FjrGVr6rM1bI9Qwor7kzsgEJ_HHlZW0MbPangY&loadFrom=DocumentDeeplink&ts=3006.61)):

And so for me, uh, it was a, it was a, it was a good thing, right after six weeks of me coming home and thinking that I'd failed my students every single day to recognize that actually what I was becoming was a better facilitator and a better listener. And that there was a new thing, right. This new listening that I'd never done before, where I could start to see formatively, the of questions that students were asking and where they might be coming from and where that might, where they might be going right as they were formulating these new ideas, uh, inquiry for students specifically when they become more accustomed to it. Um, they catch on much faster than teachers are able to adapt. And they were moving and shaking in ways that made me feel like they didn't need me as much. And that's part of the whole goal, which made me feel like I, before trapped all my previous students in some, you know, version where I become the predominant dominant FIC figure and their educational experience and what I really learned. Right. Um, from feeling so inadequate from feeling stupid and from feeling, uh, that I just didn't know enough that I could know enough. Um, what I recognize is that actually what I was doing was gathering enormous amounts of listening ability. Right. Uh, and so I listened to my students in a way that I'd never listened before, which meant now I could design things in a different way. I could work with them in a different way. Right. They had my attention in a way that I'd never allowed before because of direct instruction.

Speaker 5 ([00:51:35](https://www.rev.com/transcript-editor/Edit?token=dE_nEDxEYgrquZmdvk81qRomkahP3I-JaetkL6jnKKsNucKmzRfkO_bTCOqWqnaC9YWO_atRBX6mywEmeTbPCo6v1WU&loadFrom=DocumentDeeplink&ts=3095.13)):

Okay. That was, that was really stupid. Um, what's that I said that was super down. So Kate, Kate, Kate Gates in Callaway, are you worried about the light? He looks, this camera looks pretty dark. We're actually worried about that. Okay. The lighting on the main cam that AECOM can be adjusted in posts very easily, so we can match it up when the lighting changes between shots. Um, we cannot rely on the second camera as much, but it shouldn't be an issue for them. I can see it. Right. Yeah. And also, I guess you could do the role or something. We were talking about it. Sorry.

Speaker 1 ([00:52:20](https://www.rev.com/transcript-editor/Edit?token=wWJxpb3hQfj8mejRNYe1p2D0JZLmL5_nRqi1lmGTnfu4LKlceUBl2a47H91_3AsyI7Kf_RJM8ll_zbeg-vfrYYQ7Fgg&loadFrom=DocumentDeeplink&ts=3140.01)):

So I'm going to ask you a question, um, about, okay. So we we've talked about having a teacher talk about value of inquiry. We've talked about initial experiences, you've done just a brilliant job, sort of capturing those initial moments with some precision, um, around, um, you know, the, the, the, um, uh, Destiny's move West, the whole concept of manifest destiny. What I want to capture before we take a break is, is sort of how you sort of gained momentum as a teacher. So by the end of Boyle County, you went from trying and inquiry and, and sort of the insecurity to really looping, you know, you were really the foundation, you and Brian Lewis were really a foundation of that blueprinting book, because you both started doing inquiry. You couldn't do anything else. And so it had to repeat. And so what I want to do is capture sort of the momentum. So building up to that, and then probably ask you another question, which allows you to talk about, you know, sort of, um, you know, getting back found in [inaudible] compressions tasks and sources, and sort of beliefs about employment today. Right. So that's where I'm headed and then we'll take a break. Okay. Um, so maybe you could talk, can we go Gates? Yeah. Okay. So maybe start by talking about how did you gain inquiry momentum in as a teacher,

Speaker 3 ([00:53:57](https://www.rev.com/transcript-editor/Edit?token=E0MHPYOfwzkxv3QxsOs2cp0tjY6r0vzfDWCaHqPOmn5vcTkyZPguMmlXXz0LaLIoI6VadW3t9m5Y1ab2kMO0e52JYss&loadFrom=DocumentDeeplink&ts=3237.42)):

After my, after my initial experience with the IDM, there was another shift that I'd made. So the first, the first major shift with inquiry was a dispositional that this was something that I knew I wanted to do the IDM help, operationalize it in a way that could bring that disposition into the classroom. But once I experienced, and once I, I saw my students experience this inquiry, uh, I knew there was sort of also no going back to that, right. That it's inquiry is not something that you can visit every once in a while. If, if inquiry is really about a process of thinking that we can't just relegate that thinking to every once in a while. So part of, um, almost sort of this momentum sort of being built is this idea that, well, how does this look every single day, right? Forget just doing these larger ideas of ITMs, which are foundational to understanding how to structure it.

Speaker 3 ([00:54:48](https://www.rev.com/transcript-editor/Edit?token=z1JJYD_zISXlTrvDwJNOgiKMa6pnOS7YzOCi5wE2gOSdENxWmcS9n3j0uyatmhA7O35uBiHc5Vk3cyA2GhuFY9xQ5gM&loadFrom=DocumentDeeplink&ts=3288.09)):

But what if every day had a question? What if every day had a task? What if everyday had a source, right. That you're trying to dive into, um, how do you then sequence those over time? Right? How do you get students ready for that? Uh, how do you as a person get ready for that? Because to be honest with you, each unit, and I had four different preps, each unit was taking anywhere between 10 to 15 hours to build the, find the sources to try to figure out the questions and what was great is that they were really bad. Um, and so, uh, why, why I say that is that what helped me in the classroom is that once the students caught on to what we were trying to do, they started to be the helpers of this. They started to, we sort of working together in a different way.

Speaker 3 ([00:55:28](https://www.rev.com/transcript-editor/Edit?token=yzpIR-puYuBgSPp-qnNFS0GSe9_Wk42aZXCpNd9906-4L5LW1wpVVAL_FR76emBekf1F4Anf-VIjkzZDQP-uQlK0RRg&loadFrom=DocumentDeeplink&ts=3328.08)):

I remember there was a, an inquiry we were doing was an IDM. Um, because you know, initially that first year I was trying to do multiple ITMs as a way of understanding and conditioning myself. But also the students, we were looking at this idea of about federalism. And the question was who has the power? And I'll never forget. There was a student midway through the IDM, midway through the inquiry, midway through framing around this compelling question, student, raise their hand and says, mr. Noon, I don't know if this is the right question. And I remember being like, Oh, okay, well, what do you think you should be? And he said, well, look, we're trying to create arguments, right? Who has the power is more of a retelling. It really should be who should have the power because we're trying to make an argument about States and national government.

Speaker 3 ([00:56:13](https://www.rev.com/transcript-editor/Edit?token=bLsg4Wb3aCrvBeF1M8_9wt_xmeAUIbOSTcTU1QqerabNCTWXg-PEqoHAhgRzcIABlS5YXYSpbUjVvFW2pK2KhVUIpBg&loadFrom=DocumentDeeplink&ts=3373.8)):

So I kicked this question often to the different groups that we had to allow the students to have some kind of ownership because where it came midway through, some students were already the original question, but some students were now empowered by the second question. And so we allow the students to sort of determine what should be the question that should, it should be. So that helped enormously maintain momentum because now I didn't feel like I had to do it alone. I had a partner in crime, uh, with another teacher. I had my cohort at the university, right. And now I had students and we were all sort of symbiotically getting this understanding and developing a new rhythm for the class.

Speaker 1 ([00:56:58](https://www.rev.com/transcript-editor/Edit?token=Mdux0_HIf-CqP-pAFlX_mx94TSjCRRFjpA19UmA7R5mKdpjV3eaUQBfeayQoBSXNmq9uVhezFbARmFSqIoDj_JF7b1M&loadFrom=DocumentDeeplink&ts=3418.33)):

So tell me, that was brilliant. Um, tell me about the value of a blueprint as a scaffold for teachers. And then I'm going to have you talk about as a scaffold for students that I'm going to have you move to the story of Wesley.

Speaker 2 ([00:57:14](https://www.rev.com/transcript-editor/Edit?token=97oms6vZ7YTVoPhLp967ce_4X7uWvP3QYNwnvEpg9yMewMfiX1HU-uHMo0MGfMMcD75A4IKFshrK8DToftdr7YHu0Cw&loadFrom=DocumentDeeplink&ts=3434.18)):

Okay.

Speaker 3 ([00:57:21](https://www.rev.com/transcript-editor/Edit?token=UpHLdRF4A25JObMhiG2v3RlRvFvz52jA4tugKYJHTHCJikVIQWmdmpRWL6hWcgmHvubIMmP2ocTFxjqEHtqoSeRoGTU&loadFrom=DocumentDeeplink&ts=3441.13)):

The C3 framework provided seismic shifts and understanding, but it didn't tell you how to do it, right. How to do inquiry day to day, right? It just gave you the bones, the inquiry design model help provide a structure, both for students and for teachers, for designing inquiry, the idea that you would start with a good, larger, compelling question that immediately is going to be bookended by an argument and by action, and that to fill that space in between with questions that stairsteps students through. It's brilliant. The only question I think that we should be asking in education is how do you scaffold learning and IDM scaffolds it, not just by question, but also by task. So that simultaneously you're building knowledge and skill.

Speaker 1 ([00:58:15](https://www.rev.com/transcript-editor/Edit?token=ux8dsljCHJUrrZP0wN0K8cAeN3aGl4-U8hMfOS3tvtSCRrE2M1FEI6atxOfbg7mYwXJHuD8sxGW95q7K-Imq5egk-iY&loadFrom=DocumentDeeplink&ts=3495.95)):

Good. That'll be on the commercial. Yeah.

Speaker 2 ([00:58:22](https://www.rev.com/transcript-editor/Edit?token=mtOpYLUxyoIorSkFwIgRaJw8e4CHuCtEwhiBmR1GbXdMppHJJtFh5UpSkrxlh1tEDplW7qpDS6x2gg0xETBQTk2igR4&loadFrom=DocumentDeeplink&ts=3502.07)):

Very good. Very good.

Speaker 1 ([00:58:23](https://www.rev.com/transcript-editor/Edit?token=pd_O2Zr4X9ImJAt7CM_uNZHSskqCFfN0iP9eqq_1CTmr7Zp-iBXzO63Cjxi7OM0tz1Y8PwviDZzQmLImHySyzoRpja8&loadFrom=DocumentDeeplink&ts=3503.84)):

So I'm going to ask you one last question. I promise we'll break, but this is so good. Um, so how did you, so, so you were somebody who reinvented the blueprint, um, and pushed as she, John and I, to think about our little silly one page idea of a blueprint to something, something bigger. At one point, you handed over the blueprint, the students to actually construct their own inquiries. So I wonder if you could tell me about the process of moving from sort of a guided inquiry process to having students become more independent whilst using the blueprint as sort of a structure for doing that.

Speaker 3 ([00:59:14](https://www.rev.com/transcript-editor/Edit?token=dqYAeV03pZQwPRvi8Urq2R_Gn6_D_P_FJF_XbgsuRRsqKUU2uRhSOQj_JgK4QAaNzXKMtVjvEzFDx56GU4tSdX8v4Kc&loadFrom=DocumentDeeplink&ts=3554.68)):

Once you engage in inquiry a long enough, you start to see its its rhythms and its patterns. I had done so many ITMs with students over a few year period that students were starting to pick up and start to anticipate. And oftentimes the students would start to ask questions about, well, when can we, can we find our own sources? Can we do our own, our own thing? And so part of, part of inquiry is providing tasks that allow for a large range, right? Uh, for students to investigate, right. Uh, whether it be traditional essays or it might be documentaries, or maybe even a blueprint itself. And I gave this as an option, there was a particular student, uh, Wesley way who took me up on that. And Wesley had been with me for awhile. He'd seen inquiry and action. He'd been part of ITMs. He'd seen that, that structure.

Speaker 3 ([01:00:07](https://www.rev.com/transcript-editor/Edit?token=IZLOKlWX7QVNPMdydJQsiJZDSylzb6HtbPcfW-6xwVqy06vlOVDR2KtBNhB3Hmsrd0h4qIPTWDgs_OHc8CsN8FKzQrU&loadFrom=DocumentDeeplink&ts=3607.82)):

Right. And he was able to talk very confidently about the language of the actual blueprint, right? The differences between supporting and compelling questions, the idea of argumentation, the idea of an extension versus action and so on, because he had felt it, he had done it, the IDM had done exactly what it was supposed to do. It had guided him through a process. And so now the question was, what could he do the process by himself? So he and I worked on trying to figure out, uh, how it is that you could get, um, a 17 year old student who has no background in education to create that, which teachers across the nation, we're trying to do myself included. And so he worked very hard on this thing to try to figure out the right angle. And he chose a topic he cares deeply about, which is LGBTQ community.

Speaker 3 ([01:01:02](https://www.rev.com/transcript-editor/Edit?token=0htVkccHlAH9za294FT-27OKf4onI_7cUSO3a2YsUDGR4fCi_aYGSvG8W0VC8HCs0y_5-GrIwPAh42b8E7HMBD37Si0&loadFrom=DocumentDeeplink&ts=3662.01)):

And we worked on what's. I remember we spent like three hours trying to come up with just the compelling question. We bounced around all these different ideas, looking at different angles. And you think about like, that's an enormous amount of time, but it's by, but by spending that time, you're able to eliminate and grow literally on the spot. Right. Which is another great thing about the, uh, the IDM is that literally as you're doing it for teachers, it becomes professional development built in. Right. So as he's explaining his understanding, I'm also learning from him as a student. Um, and so he decided to, to take this in a couple of different directions, right? Uh, um, over looking at, uh, finally this question about what makes a movement successful, uh, which ultimately was his compelling question. And he saw it from different points of view, everything from the individual experience, right?

Speaker 3 ([01:01:52](https://www.rev.com/transcript-editor/Edit?token=2dX3FZ1tKhCBgu65Kk5k8SR9JlXEOmfBgNS8isQRKUP08S0JUnqjCQjs62NrPkR92qFkN9m6K-V2Te3_di8v4RZ22mc&loadFrom=DocumentDeeplink&ts=3712.97)):

Um, of, of a member of the LGBTQ community to what are the Supreme court cases, what is public opinion? And he was able to wrap these all into a nice bow that, that honored the movement that, um, allow the movement to be talked about and non-controversial ways, right. And while simultaneously pressing upon our own understanding of the community. Um, and after it was done, it took about 30 hours. But this was something that this student thought was so worthy that he would decided to spend 30 hours doing, which was, uh, something that I love showing to teachers and professional developments to pull his blueprint up and say, look, this journey is going to be difficult, but we have to remember that a 17 year old student did this and that if a student can do this kind of work right then, so can we, and we need to, to provide better models for them.

Speaker 1 ([01:02:49](https://www.rev.com/transcript-editor/Edit?token=QMlyDZcqoEtvDSur0aEUt5kqcjkoLGP7JSEDAUPgb56RkBBTzanlbqlpk1SyjRpagi3JD1l0YCtLGg5miL3PA-CVZoA&loadFrom=DocumentDeeplink&ts=3769.75)):

So is that how you use the phrase deeper learning? And I can't be on camera saying any of this stuff. That was excellent. Fantastic. Some of that'll be our commercial for IBM. A very good cut. Get you some, you want a new go bar? Walk outside breath first.

Speaker 2 ([01:03:58](https://www.rev.com/transcript-editor/Edit?token=ZTZo2gVOFH4NULx2XVOsO-OyJkKlBbEkyoem4Txsq0PXG1J4MmhEh3RQ7Nv52lR1qBbKyORhiHoT2X272xwT5Xxgfyw&loadFrom=DocumentDeeplink&ts=3838.74)):

That'd be expensive.

Speaker 3 ([01:04:09](https://www.rev.com/transcript-editor/Edit?token=1YY07Qz_ROcZV_kV1UdHuyjzCxhp98eEpVc_VNyTRHsJV3T5AW2Q0kjsVGwXFQ5lwi1X9CSl13OqezohhO50Ecx7IO8&loadFrom=DocumentDeeplink&ts=3849.55)):

How far up are you guys getting me? He's like here.

Speaker 1 ([01:04:12](https://www.rev.com/transcript-editor/Edit?token=yz4bF-WPaeqLnNj1swF57-FPbynCYoak48i606b16VdHVThLH55iFUYWmwU2kR6XZnRhKDW0cmaVRcTN6vxt3XR8mFc&loadFrom=DocumentDeeplink&ts=3852.02)):

Nope. Wait, wait, wait one camera and the other cameras, but here. Okay. Does it look bad? Yeah, sorta don't like, don't be like the bouncy. Next thing though. Have you seen my chest? I have no chest

Speaker 2 ([01:04:29](https://www.rev.com/transcript-editor/Edit?token=kCGunL-QUf2PgwxGpjUjL98XOcMboJYpfPOP-4iyXIrwTVF2DJRITir6MTtRXd8Y5LgjhMBh4pbv9foC97i6p5689n8&loadFrom=DocumentDeeplink&ts=3869.27)):

Chest. I was a runner. None of them,

Speaker 1 ([01:05:00](https://www.rev.com/transcript-editor/Edit?token=4woPZYz1CgwfuWj_qXH2Ao6zFixrlDn5Q52F8yPS0XDqtcgtIgZDlD3fWSK_FzGQ-AaCd77liLoPW7IEgzbVuxOYWdU&loadFrom=DocumentDeeplink&ts=3900.65)):

Kathy. All you. Okay. Alright. Let's let's first start out talking about some standards. So tell me about the new Kentucky social studies standards.

Speaker 2 ([01:05:19](https://www.rev.com/transcript-editor/Edit?token=eR6H5LE8TE7C0_WusfnPxSZz9IkfN1sfSvBTIjJiLUrtXFjhbroC5FgXns_gHTuVOXJb8Fz4KsXYO2YFfYQ_rYqFwck&loadFrom=DocumentDeeplink&ts=3919.05)):

So let me get you a, I think a block.

Speaker 1 ([01:05:25](https://www.rev.com/transcript-editor/Edit?token=od59dsqrktdp_oiMygr_P9jX-x_luCKOEG_9TVWezS5uUNjzFrNymXtbeCzILY0J_BRwHJjSphBm54xahTGMt49FuU4&loadFrom=DocumentDeeplink&ts=3925.03)):

So think about, I don't need you to tell me the history of them too.

Speaker 2 ([01:05:31](https://www.rev.com/transcript-editor/Edit?token=p4D-h0SBBYUK2rBQGg_GSW84FoOhmtCvDB8fgSZf_p6d39Ss_NwYbItR2XEf9kGAkCXnUsZeKJ3kmtBg7WP8IAn0MjM&loadFrom=DocumentDeeplink&ts=3931.14)):

Mmm.

Speaker 1 ([01:05:35](https://www.rev.com/transcript-editor/Edit?token=udMfy9Fr6lNLWS005ZDqCPyDpWGEU41lI2Sa9b_wekYY8kIZM6iu4RH4HTHK2MDJlY8ecVrwXERCvjfApRIpvaC9vXI&loadFrom=DocumentDeeplink&ts=3935.88)):

What I need you to do is tell me about that. The new Kentucky state social studies standards ask teachers to use inquiry, not once in a while, but all the time. Okay, good. Fine. Inquiry is a set of four practices, blah, blah, blah. And then I'll ask you a follow up question. I just want to get that on tape.

Speaker 2 ([01:05:53](https://www.rev.com/transcript-editor/Edit?token=F40byxYywOvykfXAIuqOtAsp5CecdSXrHlrYd1jVQyzvWZ8isbwKx17O1mn1XykBFWoVW48j-rGKiCp0sWTwTILpS3I&loadFrom=DocumentDeeplink&ts=3953.83)):

Okay.

Speaker 3 ([01:06:01](https://www.rev.com/transcript-editor/Edit?token=IepIP2KhJ_km72HzK-sZb1ZHiT7eGG4RT3bubUq0nCT-50dTBoq_DiOTodEK2_4ew5P_KTGQ7QpYq3uZOLBlO4uctAs&loadFrom=DocumentDeeplink&ts=3961.95)):

The Kentucky academic standards for social studies uses inquiry as its foundation of I need to start over. Um,

Speaker 1 ([01:06:12](https://www.rev.com/transcript-editor/Edit?token=fk86q981zh4tBzPkkLsRQU4ly097-EAnIP-srCkOXIMm_ztiqtzC3aIVCjl11OSKjgiOoSs2TbSHHhdqCHjEF8cXDdg&loadFrom=DocumentDeeplink&ts=3972.55)):

So start with the, start with the phrase. We have new social studies standards here in the state of Kentucky. Yep.

Speaker 2 ([01:06:19](https://www.rev.com/transcript-editor/Edit?token=Y12lYlXDdtjODYo8LEvDpXL1JAX-kKsInyn-JZ6HI0oxmEC2IKJM_is3Kf9CU4FAfA3txU_oegQwe5OHzAY6Igyd9ts&loadFrom=DocumentDeeplink&ts=3979.45)):

Got it.

Speaker 3 ([01:06:26](https://www.rev.com/transcript-editor/Edit?token=Kp50ziOcpDLNMe1lIrRy37knkWtriDf-D80RemSJj6NP47QDCYrjFnhtGhKXB8KaJ3JOv_xp-es32IpPYgheY2UUoo8&loadFrom=DocumentDeeplink&ts=3986.55)):

Is there a reason why that's blinking red?

Speaker 2 ([01:06:33](https://www.rev.com/transcript-editor/Edit?token=wPYpBLbDfcd8ylXaitA9F7UUrMm24G5nAN_J4wt_3gt9-njldzSPoUguqcnRnYkgngPxLGpCyDxd67hnIfAn04WMn8w&loadFrom=DocumentDeeplink&ts=3993.3)):

Cool.

Speaker 3 ([01:06:35](https://www.rev.com/transcript-editor/Edit?token=YlYc9lqXFpYurzOmJHgOzfexnAJv8otab1QCjimCnR41UQbaWBCPY-SEnGWDpvsn_Ni3UiIF1j516egEvYNYGTdJNbs&loadFrom=DocumentDeeplink&ts=3995.5)):

Sorry. I didn't know if it was, I didn't want it to be like an alarm or weird things that are happening.

Speaker 2 ([01:06:50](https://www.rev.com/transcript-editor/Edit?token=nfYLtpTLabPXQPIRgXiYbNC8jE_Hp8RQWDzjhIjYP_IIDG8X4IMCUmdmEOwwGSnKt9fZqAW07fdogAOw6Q9Hes6etA8&loadFrom=DocumentDeeplink&ts=4010.9)):

Okay.

Speaker 3 ([01:06:52](https://www.rev.com/transcript-editor/Edit?token=cmeAzcY-qkF-FmyKMA8fNjaz3aYPGxDuGoIzv_uGve563dOORdfUpSp7ZBOTQV0v2ePcSiFKlaUbu-FYVW9Nf3OyAAQ&loadFrom=DocumentDeeplink&ts=4012)):

I just didn't want to be like in the middle of it. All of a sudden, like, I care, I care about this, but I don't want to die here. Right. With all, with all this custom wood around just splintering into us through the explosion.

Speaker 1 ([01:07:13](https://www.rev.com/transcript-editor/Edit?token=q2JYOitUXH0_AHs2IIJYAQBbI0EPij6G-gkvXksO9FHvT8rIa_wT148E8asrC3Fp-E3WzCTjTGKirG_LhGcjGzu8nvg&loadFrom=DocumentDeeplink&ts=4033.86)):

All right. So we have new social studies standards.

Speaker 3 ([01:07:17](https://www.rev.com/transcript-editor/Edit?token=bPIxevMPLFlei-wm7ARCkEK-VGeDY1eF6LH9ava-5nDBtgzdPFCHKF0pFTv3OQDrYMLaB_EQENYXUme4LAd8YALygQ8&loadFrom=DocumentDeeplink&ts=4037.31)):

So here in Kentucky, we have a new, we have new social studies standards. Um, here in Kentucky, we have new social studies standards that are way different than anything else that most Kentucky teachers have ever seen. Previous standards really focused on just content and what the new standards do is sandwich that content as investigations within inquiry standards.

Speaker 1 ([01:07:42](https://www.rev.com/transcript-editor/Edit?token=jMciX9VzmpVquosKHjYAxjRURbWuTBXyz3kTP9wtROo_55KhALFKWxT3zuTQtV9NTgchUe8GgMrBU4AHo9RKWqFGSYc&loadFrom=DocumentDeeplink&ts=4062.57)):

Great. So tell me, do a bit of a deeper dive into the standards. So tell me what, tell me about, um, the inquiry, not the cycle, but tell me about the inquiry practices. Um,

Speaker 3 ([01:07:56](https://www.rev.com/transcript-editor/Edit?token=OmltL_ZS2HqAfnKAo4TgqhtT7k4h_ysABX0vpZQNoXEYoMGGTTT6WmHS7kB70xmSjhwagqdrhSFoDc3sMEIMkRSjjRI&loadFrom=DocumentDeeplink&ts=4076.52)):

Yeah, I'll redo the previous one too. Um, so here in Kentucky, we have a new set of social studies standards that, um, rely upon inquiry. There are four major practices, questioning investigation, using evidence and communicating conclusions. Traditionally standards really focused on content. That's where you're going to find it in the investigation. Students are going to now investigate through civics, economics, geography, and history. As they're looking at questions, evidence, and argument, what makes us very different? Uh, and the change is that it's making inquiry the routine. It's the day to day. Now we're once it might've been something that could be visited as a curricular add on is now the mainstay.

Speaker 1 ([01:08:46](https://www.rev.com/transcript-editor/Edit?token=eDB-_r06DcbFmuI9JwjH7Z7Uqp6N2ePywNsJYGC6IpAoleyhQ9OQMmo5y_dQXhpZDHW6QEp0jQlkVP4gj2UA5Adt_X0&loadFrom=DocumentDeeplink&ts=4126.04)):

Okay, good. What do you say that that was brilliant. Um, um, want you to say it in a slightly different way in that, um, inquiry, um, used to be something that teachers could opt into and now it's state policy, right? It's a, you know, it's a policy document. And so you could wrap that men into my role in Jefferson County now has helped teachers make sense.

Speaker 3 ([01:09:14](https://www.rev.com/transcript-editor/Edit?token=TVQAsOKomdnMhyncD6N-kVovyhaXk2y2Xw4dEXB2QsmaifZVueoTEKA1KmblJlrz0GSFhr192hUZdGVTZFWTaBHZiA0&loadFrom=DocumentDeeplink&ts=4154.15)):

I'm going me start over from Kentucky has a new set of social social.

Speaker 1 ([01:09:16](https://www.rev.com/transcript-editor/Edit?token=gfcgp9nnG8tA5lWGBd0e5xjRkA5m-_H7hu0THT4i1KrSXlB9_p19_Zy3llNDuC-LJixnr29BO4VsnnY-0U3IOx9dqo8&loadFrom=DocumentDeeplink&ts=4156.88)):

You could try it from there, but I thought that was a good take.

Speaker 3 ([01:09:19](https://www.rev.com/transcript-editor/Edit?token=DP85SXrMM7SqewYJVIRKVh1a_pEIPhU63FFa9QFDKtsy8mn2fnzAIVVHVb_IJRE4cof4F-f_2IsA5EdxvifQCiDUmsE&loadFrom=DocumentDeeplink&ts=4159.99)):

Okay. So Kentucky has a new set of social studies standards that rely upon inquiry to operationalize a social studies classroom. There's four major parts questioning investigation using evidence and communicating conclusions. What once used to be an option for teachers when it comes to inquiry is now the actual foundation of the new standards that students are going to begin with questions. They're going to investigate through a series of different disciplinary lenses that include civics, economics, geography, and history rely upon evidence through sources and ultimately allow students to create arguments deliberate as a group and to take action.

Speaker 2 ([01:10:02](https://www.rev.com/transcript-editor/Edit?token=LZfev3uueZFRDtI_0uptDW8XGUqYLdyALmUmPwTD7qUBUaAJN9ztF2WnEI6Ensi342m1bD6AjxQV7z1y42M4IRkf5bI&loadFrom=DocumentDeeplink&ts=4202.52)):

Great. Awesome.

Speaker 1 ([01:10:04](https://www.rev.com/transcript-editor/Edit?token=bV6o9K5czW8b8Khu7BWnXbdOL3IqcjfRg6dX6Nkrftz5wE-GMVM_a2G50MFpEYBsGjsSz5uBu6wU3vIlWvUfiSljaqk&loadFrom=DocumentDeeplink&ts=4204.43)):

So talk to me a little bit about your role at JCPS. So you can start with, um, two years ago, I was hired in Jefferson County, um, to be the instructional lead, uh, for social studies. And then talk about your job there.

Speaker 3 ([01:10:24](https://www.rev.com/transcript-editor/Edit?token=PetWdaHRVjH27PBfuBYaimEQ8Nx-ouypoLfdbGwVCqfao3lC5rl9z84HHOaGY8XqDlnt6l6NBy7s6_W0vlYaHsruwPw&loadFrom=DocumentDeeplink&ts=4224.25)):

So, two years ago I was hired as the instructional lead for social studies and Jefferson County public schools. My job is to help bring about, um, let me start over two years ago, I was hired at Jefferson County public schools as the instructional lead for social studies to basically help implement the new standards. My experience both as a standards writer, but also with my experience, both in the classroom as an, an as a doctoral student in inquiry or a natural blend to try to help teachers figure out how to transition both in a curricular and instructional way towards inquiry based learning part of my role then is to help develop new curriculum, to help have professional learning experiences, both utilize inquiry while also demonstrating inquiry, um, and to help, uh, administrators, um, as well as teachers, uh, sort of transition into what has always been sort of seen as the old way, right. Of direct instruction, a more, a lecturing type, uh, to this new way where students are actually digging into the questions themselves.

Speaker 1 ([01:11:37](https://www.rev.com/transcript-editor/Edit?token=kg3Kz5DGf2ERVq2uD7y6zDATGMCrP2mbL21YTix9SHBZV2he0ip1tswpTlVr0QT8K7RhU4i3LU3QvtlYsYW15wMfWZw&loadFrom=DocumentDeeplink&ts=4297.22)):

Great. Tell me about Jefferson County public schools. That's a loaded question. Yeah, it is in a positive way. I really want, um, this is what I want you to say is logistically Jefferson County public schools is, has this amount of students with this amount of schools. What I'm trying to do is going to ultimately contrast that with Louis. Okay.

Speaker 6 ([01:12:01](https://www.rev.com/transcript-editor/Edit?token=ekA75H7VF6SNZX278o0C6UXlpLBaYKCjiU9yaK0f9eyHfZsdhodwt4f_Lrf_RqyCc2BPD8j35Fetc8_3Y-Bwv6APB1o&loadFrom=DocumentDeeplink&ts=4321.93)):

Okay.

Speaker 3 ([01:12:02](https://www.rev.com/transcript-editor/Edit?token=8VyGr7VHSKsVbXS_4dVPZCVJ6aAntgLVYd7cpdc9FiFQiQ4S1X7oybzaGpyhu8HPksqzrkcV40LQvtCgYMbaqDmfgBM&loadFrom=DocumentDeeplink&ts=4322.14)):

Jefferson County public schools is the largest school district in the state of Kentucky. There are over 6,000 teachers. There are a hundred thousand students, 53,000 of which are students of color, 12,000 of which are ELL learners. Uh, we have, um, 155 schools, including 92 elementary schools, um, in a city that is largely racially divided between East and West. Um, that segregated city brings through, um, into our policies. And we have a whole series of initiatives to address the concerns within Jefferson County. We have three pillars in Jefferson County. Um, those are, uh, deeper learning when it comes to the backpack skills of success, racial equity. And so we have a racial equity policy that our curriculum is beholden to. And we have, um, the third pillar is about culture and climate, making sure that our schools are safe and welcoming for our students. Part of, uh, the, the initiative within Jefferson County is to shift the old ways. Um, I don't know where I'm going with this one. Is that okay for that? Take on that one.

Speaker 1 ([01:13:15](https://www.rev.com/transcript-editor/Edit?token=x2FYll6cdgVPUFWeNcZ51_vGK33admoTIKR-ANno1xG8K90RsTHmSeTN2e6E_heeNxRGFzdcnZPjbx_CNVjQig7-Fe0&loadFrom=DocumentDeeplink&ts=4395.93)):

Okay. Alright. Um, so my next question is if those are the three pillars of Jefferson County, and you can repeat them, what role does social studies play in supporting those three pillars?

Speaker 3 ([01:13:34](https://www.rev.com/transcript-editor/Edit?token=ceLdfMM_2xbsZ4k9hdAU_WYVl8ndmZysduqqVCZgqC8LKMrFnrtKjtm2-ga5yAPS7wWpJd1sR_92dNV7YYPTjr2abX8&loadFrom=DocumentDeeplink&ts=4414.27)):

Part of my job is the instructional lead for social studies in Jefferson County is to align our curriculum and instruction to the three pillars. We have the backpack skills of success that are predicated upon deeper learning. We have racial equity that's based upon our backed by the racial equity policy. And we have culture and climate social studies. Uh, to be honest with you, is the embodiment of all three pillars. And whenever I first met, uh, the department chairs, um, for middle and high, uh, two years ago, we were looking at these three pillars. And I said, you do realize that these are all social, right? The idea that the backpack skills of success are about to graduate profile, right. To sort of say that, what does it mean to have a degree from Jefferson County public schools? It means that it hits these, this graduate profile, which includes things about being a resilient learner, a competent citizen, um, productive collaborator, effective communicator, and an innovator.

Speaker 3 ([01:14:35](https://www.rev.com/transcript-editor/Edit?token=IqVyxeNtCVKUmx5qctvPZqWUM4BpYmf7AW0jYV-KAv0yKcA44lDlq5xKr_i6kO1Pq1gvmOkhp-yjKqkFAbI_fVFi1Og&loadFrom=DocumentDeeplink&ts=4475.38)):

And so this is what social studies allows, everything that, uh, when it comes to, uh, the racial equity policy, again, this is born out of a history that is, uh, that, that Jefferson County can escape, um, as a, as a segregated city. And so these three documents and culture and climate obviously are about how people get along. I mean, social studies is about how do we learn to live together? And the culture and climate is literally trying to figure out what is the best way to get along inside of a school district. What is the best way to getting along inside of a school building or even a classroom? So those three together actually sort of embodied the whole principles and purpose of social studies.

Speaker 1 ([01:15:18](https://www.rev.com/transcript-editor/Edit?token=Lg0AWj4UK94xfA0XeCWLb0QMbUm5UrKphJWib4WN8ky01uahGCNDDn-Bu2p0Fr2FqLzf3TbqtzuR8bPoUnbFVKfkyRc&loadFrom=DocumentDeeplink&ts=4518.35)):

Great. So how does inquiry mediate those three pillars? How can inquiry mediate? How, let me rephrase that. How can social studies inquiry mediate those three pillars mediate in the sense of a mediate in the sense of operationalized or elevate, I guess what I'm trying to get at? So you can sort of hear my thinking is that you've got these high minded ideals in these three pillars. So how does that actually get anything done? Like how do you get, how does that, what does that mean in the classroom? How do you operationalize that inquiry can inquiry be a conduit for those three pillars, obviously for deeper learning? The other two maybe are a little less obvious.

Speaker 3 ([01:16:22](https://www.rev.com/transcript-editor/Edit?token=Wacm3OMk-kd_TdHqGs-rYet4oyYAOAYowBGcJR8GlFThCkuzBp7xXxj9LO8QP4a2l5BSbV78PlppkN9JQh9ygPeJLGs&loadFrom=DocumentDeeplink&ts=4582.2)):

So when it comes to the, when it comes to the three pillars, uh, for Jefferson County public schools, uh, social studies and inquiry help operationalize, uh, the, these high ideas basically by leveling the playing field of what it is we're trying to, to, to, to do in education. So inquiry allows us to sort of, I've always sort of said that inquiry sort of meets us where it finds us. Right. Um, and then, then it starts, right. And then it starts to figure out what are the types of questions? What are the types of, uh, we're, what are we going to rely upon with the sources, right. And what are we going to do about that? Once we find out the answers to our questions, when you look at the three pillars, again, from deeper learning in the backpack skills and success to racial equity, to culture and climate inquiry allows us to actually have those conversations, both at a large level for a district, but also in a granular level inside the classroom, meaning that when it comes to racial equity, for example, um, well, what are the questions that arise when it comes to racial equity?

Speaker 3 ([01:17:25](https://www.rev.com/transcript-editor/Edit?token=mlBVId7xR_Prt6zuKcHkHxA3psnU5QgDZ1Intn-tFtJ4ofgqJGCtHpAnT-UQcajrtXc-TjTQsGcOTc9YxC3_jwAYIEs&loadFrom=DocumentDeeplink&ts=4645.43)):

What is the history behind this? What is it we hope to accomplish? Who do we need to get involved? These are all different types of questions that are just sort of being spitballed right, as you're thinking about it. Well, what does that mean for students? What does that mean for the community? Again, more questions to be investigated. So I think that what inquiry really does specifically in the questioning aspect is it allows us to break down these high minded ideas into observable chunks so that we can then further dive deeper into those areas.

Speaker 4 ([01:17:53](https://www.rev.com/transcript-editor/Edit?token=ci2vVhn-a1LABluPUfkVF2BIp4-UttPcz-CWP-bQsjzOTFedHT7IID4V9H7rRPldsFz2q39N14tsWbaHhwytfQVbzq4&loadFrom=DocumentDeeplink&ts=4673.78)):

Great. Great.

Speaker 1 ([01:17:59](https://www.rev.com/transcript-editor/Edit?token=8zHVx2jKLywLL_xzwASWMZtZJQo4HwSFt6V_3n93DC9p3UkSEIdP8bMiuIkCCuZLWf1aSlYg3GxtxD84PMHLQfouHJM&loadFrom=DocumentDeeplink&ts=4679.15)):

So when you're working with teachers, how many teachers are you working with?

Speaker 3 ([01:18:05](https://www.rev.com/transcript-editor/Edit?token=zYmkSJkTH9SJGqCci-8iKV9hmQ0kqNbPVFAOOuoZdl18rMiN6IQTbypnBtIQ8H0wc0XXlBx4f4JkZqoRwCh57zyovXE&loadFrom=DocumentDeeplink&ts=4685.69)):

It's a hard one because it depends on how you define social studies, especially in the elementary, but anywhere from yeah.

Speaker 1 ([01:18:11](https://www.rev.com/transcript-editor/Edit?token=SM806CquACPPmGQNQpQG5R40e79tJI3L5lbv9wdcxonn6dC8QE4Lt4GDLNJawprgcIL0DoGX9aOQlcg4SwONKvG8TNM&loadFrom=DocumentDeeplink&ts=4691.94)):

You know, on camera, how many teachers are you working with in Jefferson County to do, to do inquiry in social studies? And you can give a confusing answer. Cause that I think is helpful.

Speaker 3 ([01:18:31](https://www.rev.com/transcript-editor/Edit?token=r5hNG4U9q-mSY0ori4qVEsmu1rqKoM_-rNVZyiw3s5D64wVY4_Bsg8xC6ruAqYJ8c74oVG3x_pSFv9q5xhCpFvYpFVk&loadFrom=DocumentDeeplink&ts=4711.43)):

So sometimes I get asked like how many teachers are really embracing and how many do you work with in Jefferson County? So we have 6,000 teachers. Uh, but when you look at the different ways of looking at social studies, right, what I would argue is that everyone's a social studies teacher, right. Everybody's trying to prepare the next generation of citizens, but when it comes to the traditional quote, unquote social studies or the implementation of standards, um, there's several thousand that I work with. Right. Um, now it doesn't mean that we're working with all teachers simultaneously in the same way, there are early adopters and there's going to be late adopters. And really the goal is how do we motivate? How do we use, um, these early adopters and their experiences and their motivations, right. Um, to help leverage a reason to transition from where teachers used to be, to where they can be. So when it comes to the number of teachers that I work with, um, it, it oftentimes varies because there's so many teachers that need different things, uh, their, their, their individual schools that are different places. Um, and so oftentimes it can be everything from, um, some teachers have a videotape their classroom and I've given responses to certain things that we've been working on, uh, to other times where I might be just introducing standards to teachers for the first time.

Speaker 4 ([01:19:50](https://www.rev.com/transcript-editor/Edit?token=TaI4xd-gaNAmJGg2DcNryjNnJqEWWzDh8a3ZtGhMLqBnWwrP4PF1YYgf4a3Dq1m0_9S1v0vI-Qhx3Qbn8HcThgrGsD4&loadFrom=DocumentDeeplink&ts=4790.07)):

Great. Perfect. Um,

Speaker 1 ([01:19:53](https://www.rev.com/transcript-editor/Edit?token=l1HJ2Cf2XVSePFGUgRYoB4B-awtLmPe03tYaMoaU3Qu7onaQ-aUksyOZ4MhBSwNdvRIhoKAeH9L7Aoc0fpFekEy4_kY&loadFrom=DocumentDeeplink&ts=4793.81)):

So take me back two years ago, when you, you started this position and you have the charge of

Speaker 4 ([01:20:02](https://www.rev.com/transcript-editor/Edit?token=PQkjIeFIDuTJPoXvnBcGLkJ6jU1MCdTd_KWtdjuo3KWbHYPszG78lhMdOfUTNpsXGzonM2igPzpK-XIewCwynAv5gY0&loadFrom=DocumentDeeplink&ts=4802.53)):

Yeah.

Speaker 1 ([01:20:03](https://www.rev.com/transcript-editor/Edit?token=PWoWe_CNoGrdPpEAnxUBjJUuwNizOzFPD45c0Qx0zUaOAWsRpQbFwdZzWRYSvK7s_mYQErzkfPUQHzo5wsW_GoKS0lg&loadFrom=DocumentDeeplink&ts=4803.92)):

In quantifying inquiry, finding the curriculum, um, you know, how did you, how did you start working with teachers to roll out inquiry in Jefferson County? What was your plan? How did you go about it? Oh man. Okay.

Speaker 6 ([01:20:22](https://www.rev.com/transcript-editor/Edit?token=6Ho4NgRCoj2UMbZRRfLfppP__nY4_yWwdCXNZgmylmV56M7rWxWw3K4OVzXM2bQajanxUFYf_fvdDgZjqoXjpDFtGs0&loadFrom=DocumentDeeplink&ts=4822.76)):

[inaudible]

Speaker 3 ([01:20:30](https://www.rev.com/transcript-editor/Edit?token=iaHFKJB6ziFRcH7CS75eIaI8qRzRpkUZb3W7BUYWMi3Zk5BylAY-rdJyL-CMCXLFv1jfhYrHKGoU2dKZNRojUvPTkLA&loadFrom=DocumentDeeplink&ts=4830.4)):

When I was hired on at Jefferson County, one of the first things that my boss has told me was that we would like you to rewrite the curriculum with a new set of standards rolling through. We know that the curriculum is going to have to have inquiry as its foundation. One of the first things that we did, um, because I was hired on about a whole year prior to the, the, the standards actually passing. So how do you then convince a district convince teachers that inquiry is going to be what the standards are going to be, even though they have not yet seen it or not even know what that might mean? What I ended up doing was because I was, again, part of the standards writing team is that I pulled together a leadership team of teachers to update them on everything that we could share publicly about the standards and what a curriculum might be a there's this fantastic book teaching as a subversive act.

Speaker 3 ([01:21:28](https://www.rev.com/transcript-editor/Edit?token=-kPd7mEdNcXH4A1gFp0rZEFdy9hQBkCKUtdyD1l7xFpCGAoNp2_a8HLyHO0cz7atjg_8Q2sfSjwRanBd3Gl6-jEwySY&loadFrom=DocumentDeeplink&ts=4888.18)):

And one of the early chapters it talks about, can you imagine entire curriculum written based upon questions? And this is a 50 year old book. And so we really try to operationalize that and what that would mean to have inquiry every day. The teachers that I worked with, uh, what we ended up doing was to develop a curriculum framework. Now, one of the issues with social studies in Kentucky and actually nationally is that there is no national curriculum for social studies. And so the framework that we were charged to make, um, had to include a lot of curriculum inside of it. But this curriculum had to be such that it was not prescriptive to teachers, but also helpful to teachers. So how do you then show teachers a curriculum based upon questions that they've never seen so that they can create their own? So we went about, uh, with this leadership team, uh, basically developing, um, around 10 support, 10 compelling questions per unit per year, from fifth grade on up, and then fewer units, as you move down towards kindergarten with each compelling question, we try to standardize, um, around nine supporting questions that would be aligned into standards.

Speaker 3 ([01:22:49](https://www.rev.com/transcript-editor/Edit?token=Gne2J2Q_3rXROY7d5uc5JjhWGWf4yaewW9ab15t4PWfhYSDUNT-3nxC8HmrNkAuVBKXuwIywPg7eEHFluLBZ-i7_tmA&loadFrom=DocumentDeeplink&ts=4969.3)):

And that became the foundational part of our curriculum, knowing full well that this would grow over time. That if teachers don't like a question, that's fine. There's multiple ways that teachers can use a curriculum. They can steal question from it. They can rewrite questions. It, they can add questions in, right. Or they can see at least in one sitting, this is what it might mean to have a curriculum that's founded upon questions that's guided and framed by compelling and supporting questions. Part of working with the teachers as well was also trying to figure out how do you build a system to allow them to see the types of skills that need to be scaffolded in over time, we used the IDM being core design model as the foundation for our curriculum because of its fantastic scaffolding of not just knowledge of not just the process of inquiry, but the skills that are part of social studies.

Speaker 1 ([01:23:46](https://www.rev.com/transcript-editor/Edit?token=O0JppxbF11cU1T1xqoNphhzKNmUtUWBKuI34ER3oRkLsGb2Zvj66fpvYCj9f1mmP7RMeGabEVKr6AjR6RyUndeNkZhc&loadFrom=DocumentDeeplink&ts=5026.82)):

Okay. Um, all right, good. That would be a wrap.

Speaker 3 ([01:23:50](https://www.rev.com/transcript-editor/Edit?token=J5FnWI6snqfovzPrSA7y9Ez4rMMAfInE5AmecDG3Cc1hkdC8NSHw97m1hbg1h0QT8sTfOwUhF5u-SurKaCXX8Cj1hpg&loadFrom=DocumentDeeplink&ts=5030.59)):

Yeah. This is starting to get, uh, I can't wait for lunch. You get, you get sort of to a point over here where you're like, you feel like you're talking out of your mind, you know what I'm saying? Because it's hard to like, you know,

Speaker 1 ([01:24:04](https://www.rev.com/transcript-editor/Edit?token=xxiqdD-bvJcYiwU5TuBlTluvYav_bo6-egS8aI5wHMXz52MMAXK8SBfcz1v0Ei2CZiAOAFXqSqlt5sat0y-GDg08oCA&loadFrom=DocumentDeeplink&ts=5044.19)):

Before, so I know you just get exhausted. Um, I've done it with cue cards, like a real and also done it. Like you're doing it and it's hard.

Speaker 3 ([01:24:13](https://www.rev.com/transcript-editor/Edit?token=bakwxIMnuk2vu8utXtORpo0DVBx6E2_3GdzaVN3BTTD9gDNeYOZn4EN-q1XT2bWboTZOmESp2xzB0hTE6VYu5XVtVBc&loadFrom=DocumentDeeplink&ts=5053.17)):

Yeah. If I had to read from something, I would be dead. I can't, I'm not sure

Speaker 1 ([01:24:16](https://www.rev.com/transcript-editor/Edit?token=dabeoahOybrIVRvmdSB-nqDZlKrEdMFhV5yjqE7Xc4aeZIjmU1xlbDKLbsnUU-JsyT8hxduRB-BDXrdgHSgLENgusmM&loadFrom=DocumentDeeplink&ts=5056.27)):

That's a whole other thing. Yeah. You have to write it in advance and then act like it's new to you just coming up with it. Um, okay. So you're, you're talking about, you know, essentially providing guidance, but not too much, not too little about something that teachers don't really know that much about. And once they do, it's going to be an incredible shift for them. Right. Describe what I just described back to back to me. So it was sort of the daunting challenge of what you were faced with. So the challenge, you might even start with something like the challenge of, of, of, of making inquiry real in Jefferson County included a lot of sort of parts.

Speaker 3 ([01:25:14](https://www.rev.com/transcript-editor/Edit?token=vyBXUE73Bt-SCrJzKFdk2VMvyTwAXAhNf2XzibNJ1jZ_9kGGu_CK7xNgguRKF3HkL_MOzxRcC-evH5pUDh1_JyoQogw&loadFrom=DocumentDeeplink&ts=5114.41)):

So the challenge of making inquiry real for Jefferson County, um, really comes down to the idea that how do you, how do you make sure that you don't prescribe too much? How do you withhold enough to allow for space for teachers to sort of own their own curriculum? Um, and how do you make sure that you provide enough guidance and support to all the individual pieces that start to, um, splinter that sort of reveal themselves as you dive deeper and deeper and deeper into inquiry questions, task and source was a beautiful beginning to at least frame what it is that we were trying to do as teachers. But then from that point, right, how do you then build out the differences in the types of questions, the different types of tasks and the different types of sources and how you might approach those. And then each of those become a different series of ad-ons.

Speaker 3 ([01:26:05](https://www.rev.com/transcript-editor/Edit?token=q4vC2u1OoqSYh4EIzLHVDCsjzxRwejwEwmqKrHoGOHaUt6F-bTV1YoW9dJutXZ-_PfIRnYtGJiHwoeCQ3QxRBgEop04&loadFrom=DocumentDeeplink&ts=5165.57)):

All of this has become very overwhelming for teachers, um, as a practitioner in the classroom, um, I was able to sort of navigate some of these hurdles going forward, but the problem is the number of teachers that we were dealing with, both from new teachers to teachers about near retirement, is that everybody's in a different place. So we try to build flexible systems, right? And we try to reshape the way that I district, which oftentimes is a top down district. Oftentimes had teachers fill a mandate that if it appears within the curriculum, then that's most something that I must do to shift that, to say, no, no, no, that's not what inquiries about inquiries about a shared experience. So that the questions that you see are the beginning point. And oftentimes what I tell our teachers is that we know that this, um, this is rough draft and we know that rough draft is worst draft, right?

Speaker 3 ([01:26:58](https://www.rev.com/transcript-editor/Edit?token=ez92paWh8zU2lRLd38crV860TYsNJ0xnt12KxIrY2Nse5NvwPe3z4Ypva41GjtK6cpjYp8bfCxApM5MtNdkcrWtxbkI&loadFrom=DocumentDeeplink&ts=5218.22)):

So how do we then add on to this? How do we, how do we leverage your experiences as you're transitioning to be something that allows other teachers to learn from you? So really part of a part of what we're doing when it comes to these flexible structures is to build community in a district that oftentimes, uh, and has been criticized as being, not a, um, not a school district, but a district of schools. And so part of our leadership team's part of the work that we're doing is to be able to use this framework as a spine of which to pull teachers across the district together from elementary to high, to look at what they need to be able to do in shift in the classroom, but that these come at different stages. Oftentimes I find myself doing with teachers is to almost be sort of a therapist to some degree and say that, listen, change takes time that oftentimes, um, anyone who tells you that it takes less than three years to implement new standards, uh, may not need to be somebody who needs to be giving advice. And that really we're trying to look at things over three years, what they don't know right. Is that inquiry is never going to stop. It will always require more conversations. It will always require more reflection. Right. And it's through that recursive process that we become better as educators.

Speaker 1 ([01:28:18](https://www.rev.com/transcript-editor/Edit?token=pKQyMFKgYXH6D9Re_Jftctiz6Ff4VdxJoVEiZ0qirFb16Lpd3DEVB81QmjFSZNDWoGiC1mXYfd0UVuE7lbkJGaJ89Mo&loadFrom=DocumentDeeplink&ts=5298.61)):

Yeah. Wonderful. Um, so talk a little bit. It seems like one of the things you're saying lots of things, but one phrase that I want to pull on, is it two threads? One is about agency. The other is about collaboration, but it seems to me that one of the things that you're saying is that, how do you give teachers agency when a lot of times these kinds of policies, don't teachers don't feel any agency. And so maybe talk a little bit about just diving a little bit deeper on how do you give teachers agency within this new,

Speaker 3 ([01:29:02](https://www.rev.com/transcript-editor/Edit?token=jW3aiom-qy7Rv0wPu54CPF_W9gSKEVCd1WSRWv1GFPFh44qSvfMJGTmBvQTrQab9lzYZKp9S-3HQP2Ur2JZZ6C8Kwos&loadFrom=DocumentDeeplink&ts=5342.88)):

Okay, I'm going to take it back to some of my experiences first and then pulling out of this. Okay. Yeah. So I really feel for the new teachers, um, when it comes to inquiry, whenever I did this in the classroom, it was because I opted in, I chose to move towards this, which gave me enormous amounts of freedom to fail, right. There was no end of the year tests that was going to use inquiry standards to judge my students or to judge me as a teacher. The teachers who are now opting in are having to opt in because now it's part of the wall. Uh, and the reason why I sort of feel bad for teachers is that I was able to experience it in a way that gave me enormous amounts of freedom and flexibility. They feel more, a sense of urgency. And that sense of urgency becomes sort of problematic in, um, that the real work that I experienced was sort of slowing down the process.

Speaker 3 ([01:29:57](https://www.rev.com/transcript-editor/Edit?token=svQPzDlOW-uUr2e0uCDwnKkpEMwahJasJXBZg8A5gwi4oBpFF6ngnaEGkrel_cNwcDSVkz5xSPkMVLCSmN6p2iGwhdE&loadFrom=DocumentDeeplink&ts=5397.69)):

Um, and because they feel this sense of, of having to get it done, but also having to get it done. Right. And also having a state assessment that's over them. Um, there's, there's this rush, there's this feeling that they have to sort of move faster than what they really do. So part of my job then is to try to figure out how to slow down that process, to give them enough space, to experience inquiry more, the way that I experienced it. So we begin by really just saying, look on a single lesson. What is your question? What is your task? What is your source collaboratively? We've been working a lot with PLCs. Um, and this, this was specifically true for a few middle schools in particular, who were early adopters of this were through that PLC process. We ought to just doing one inquiry per week.

Speaker 3 ([01:30:45](https://www.rev.com/transcript-editor/Edit?token=NAmu1kHLiVD5rsseLaERTTDPOB0aNxnfAZol5MRm93u2w-Xojun9HOd7yeuJpZvZMXWl4TiHOkzTmIPjsqth6hppyco&loadFrom=DocumentDeeplink&ts=5445.09)):

If you can just shift in that one way per week, that would be good. And what we noticed is that true to my own experience. When teachers do that one lesson, it got in their head, it got under their skin and they had to start doing it. But because they, we did this in a PLC fashion, those teachers did not feel like they were on islands inquiry should never be done alone. Not by not by students, not by educators, right. That it takes a collective experience. So part of our process is how do we continue a collective experience where we have a mandate from the top, right? A district person myself. Who's trying to direct that, but be able to try to give it this more grassroots, authentic, feel within these PLCs, to be able to give those teachers again, enough space to, to come at this more naturally inquiry is incredibly hard.

Speaker 3 ([01:31:38](https://www.rev.com/transcript-editor/Edit?token=qB2A25Ia79fuaM9t5Zpgp0tkbvNLcmGSpLCn3XNa5a30Asp5wtb24ZDSR1Sfob1l8R9aTB5a8e3oF0THb1qOOvqGM3Y&loadFrom=DocumentDeeplink&ts=5498.31)):

It's incredibly difficult. Anyone who says otherwise, um, is a full inquiry, takes time. It takes patience. It is messy, right? But what it takes is will and perseverance and so, and teamwork. And so being able to pull together PLCs, um, trying to create a culture of inquiry in the district where we are trying to remove as much expectation of power from the district that has ever been before, right. Where we're saying, this is our curriculum, right? So we're bringing in as many teachers, we've never turned a teacher away who wants to give any advice about anything that's there it's completely open, not just within our own, um, our own district, but we've actually opened up, which is quite rare, our curriculum to the rest of the state. So that individuals across the state now are able to see a process right. In a, in a different way. But again, this is just how Jefferson County is approaching it. And it doesn't mean that's how everybody else should approach it. So it was just a way of sort of creating, not just a community within a small area of PLCs for a process that is difficult. So a teacher doesn't feel like they're on an Island, but how do you then do that as a department? How do you do that as a district and how do we create a much larger social studies community across the state?

Speaker 5 ([01:32:55](https://www.rev.com/transcript-editor/Edit?token=jEpI6skmSm1rV19mHZqvmQse8KKIu5U_thVXye7Yo_ce6gynwOWFfGxh16kq4T9x3JROMqaexaYpXO9QrkMa2kCgiO4&loadFrom=DocumentDeeplink&ts=5575.33)):

Okay. Okay. I was thinking you kind of got into a little bit, but I was thinking about, would it be worthwhile for you to like, even just like tell a couple of stories about like, sort of like success stories of teachers or something, you know, just in general, what's a common experience that you might have, like going into a school and kind of where they were to, you know, where they need to be. I know you talked about that.

Speaker 3 ([01:33:25](https://www.rev.com/transcript-editor/Edit?token=42FV9FnHS3fqn6vPoG3-CHnK1RLeVYEZzfvXJ9rEoXO4fHZ9RV_svyr-ZUX9FRC8y1my8bZ1NuTZ0D7pboF-DuABWzk&loadFrom=DocumentDeeplink&ts=5605.9)):

I tell you what, that would be a great, if you were going to have Sam and Joel be a part of that. Cause we could talk about there's this great story where I came in and they hated my guts and they could even like, look me in the eye. And we did an, I did an inquiry with them. I did the Ruby bridges inquiry and uh, their, their weakest teacher left the room, came back and said, this is the best, same thing I've seen in 15 years in this district. And it shifted the entire thing. And now Joel and Sam are some of our high flyers. I don't know if we want to say, I mean, that would be, if we're talking about sort of including that, that would be a great sort of like, but I'm also cool to, you know, sort of tell a larger story too.

Speaker 5 ([01:34:01](https://www.rev.com/transcript-editor/Edit?token=fGOqLKDluCDM-beQoKFVwI9TYSbqa2Dy6NLmNMouk_sks8ch2A5vv5fOmvr1D776lruI1IE0YWgLaHiHCyMl1VUDs6Q&loadFrom=DocumentDeeplink&ts=5641.66)):

Alright. I don't want it to be like any story of like, you know, we don't want to paint any teachers in a bad light. Cause the other thing I was thinking about is like, is there something about social studies teachers that makes them sort of like hard to like shift and move here and do that?

Speaker 3 ([01:34:21](https://www.rev.com/transcript-editor/Edit?token=E2FcSfSBFec4QsxYcITTSW8U1ojqqm3UIZoETSlqVwb23S0mZ9nJkD0lIv1kl6kY3mBS2M3-BOstDnAscHDolrtsoDA&loadFrom=DocumentDeeplink&ts=5661.32)):

Well, I've been, every time I've been thinking about like the shift, all I can hear is the apprenticeship of observation. Um, and I don't want to just drop that into this documentary. So, but to that point.

Speaker 5 ([01:34:33](https://www.rev.com/transcript-editor/Edit?token=0MCIOU3fn8UxHq8xRoHrp2UaGRCEenEtn48iXeUcpT0Ff6YCDd41BbVgaczAq_1lAU2KQL-F2Imx1xcb2_DAMp4D-Eg&loadFrom=DocumentDeeplink&ts=5673.99)):

Cool.

Speaker 3 ([01:34:34](https://www.rev.com/transcript-editor/Edit?token=5ZrwPHe1kR66upnAIeGDv4x9YrsAAOZTM1xYdfAmRWiqlJsvcgbCMsZMP6dsU7Q2uMyR0kn7llaaYyfbrSJebJsfeBE&loadFrom=DocumentDeeplink&ts=5674.95)):

Although I couldn't, I couldn't mention yeah.

Speaker 5 ([01:34:37](https://www.rev.com/transcript-editor/Edit?token=AWofNxTPnqV3W_02B2e6LREULLhUEWxnPcyZ2RjovcAxEAqekwBZmVx-sENBuK1djTj9aLB3Uk_1mjbYhYbI-3tnh5I&loadFrom=DocumentDeeplink&ts=5677.76)):

Tell that story with the group. Cause I think that'd be good. All, alright, I'll be back. Okay.

Speaker 3 ([01:34:44](https://www.rev.com/transcript-editor/Edit?token=ch7--4ogGcM-GSVasWgRWQXRdBJ9_-TenmdBao5FU-El1Unf_WCgInXF3S8MQ6_s-j1ENlEYf1I6KxGYVwINZPdEeZI&loadFrom=DocumentDeeplink&ts=5684.82)):

Although we could talk about how, you know, that standards conversation that, you know, the last time we had even a review of standards was 2006 and how, you know, you just get so complacent after so many years.

Speaker 2 ([01:34:59](https://www.rev.com/transcript-editor/Edit?token=sahIHbotVbeDW93J_bg_KKBaeI1dBEFqQqrho_8LMv-lgQiuHuUmcKNjBHjW5gWaJJHbJCzuXSnVFELA6yQ2rlQCVhE&loadFrom=DocumentDeeplink&ts=5699.27)):

Gotcha. Got it.

Speaker 3 ([01:35:02](https://www.rev.com/transcript-editor/Edit?token=cHO8OmeYNJPfBCyWPTh2OX7r4wlAQkfU_EuXstSWilzvx2zjEK9s7LeeBZfixntmFNZ0JUTUhOsRQmxLgbc5c_xOYPU&loadFrom=DocumentDeeplink&ts=5702.34)):

Okay. Yeah. I I'm just here to reframe questions.

Speaker 2 ([01:35:10](https://www.rev.com/transcript-editor/Edit?token=rUFARj-490WCu4zYnAmGfloYbAFjGtgc9qJuDjNDk0PClDV4Hgy0gLJe6sYzFaZhhhgDSvhIJRWLDRmhpzicXe--O0s&loadFrom=DocumentDeeplink&ts=5710.9)):

Um, alright. Is that door closed now? I want to

Speaker 1 ([01:35:19](https://www.rev.com/transcript-editor/Edit?token=eMq_eKg6ifCZf5QIF2vePixfn2N4KJJYIaHgwFiIFDu7oZDN88_a1jfKyhLk_GnapjVJ4IA9-XMjMlDcieSU0SUw9VY&loadFrom=DocumentDeeplink&ts=5719.71)):

Got a lot of Backstreet driving then my life right now. I don't want to add to that. All right. So here's, here's a question that I want to ask. I'm probably going to ask you three more questions and we're going to break. Um, so three words that you use this last sort of time together, you use the word collaboration, teamwork, community, how important is collaboration, community teamwork, which are essentially synonyms, um, to the process of inquiry.

Speaker 2 ([01:36:01](https://www.rev.com/transcript-editor/Edit?token=Xgvcp7x-zE-MRY9yySmaqSYAPBuK5miL3PY230WQ7BPrVg4NSERVNAjh-vq_e7N1erxAV8YuUkK5NRxaPYRP_zoyMws&loadFrom=DocumentDeeplink&ts=5761.53)):

Mmm

Speaker 1 ([01:36:02](https://www.rev.com/transcript-editor/Edit?token=GZRb-btgtlmR_XDKG0mvR07sWT_eZvwvwCgfvLfYqlO8eVwwS2muUhT_G58B9vXsf0UmZpeXlmp0ObBIaLns50einl8&loadFrom=DocumentDeeplink&ts=5762.92)):

I'd like you to start by talking about that personally as a teacher and then, you know, and as an instructional leader now, and then I want you to talk about how important that is for the Jefferson County work.

Speaker 3 ([01:36:17](https://www.rev.com/transcript-editor/Edit?token=ytBeS7DSyY12RritQ_lDwmhDrLseF7PiyssKVNZthp6cKPGoUr7W5jJNY0Nega0EYIasFsD47uYjCHyTQzjSQrTdP4w&loadFrom=DocumentDeeplink&ts=5777.64)):

Can I begin with like inquiry should never be done alone kind of thing. Yeah. Okay. So I honestly believe that in should never be done alone, not by students, not by teachers. I don't know how it would have been able to do it without other teachers, you know, so there, there were multiple people who were supportive in the process. Uh, I worked with teachers at Boyle County in particular, Nicole Wheeler, and she and I sat down and sort of designed a plan about how, how we might approach inquiry and do some of these things. I was part of a doctoral cadre, right? Um, at the university of Kentucky wherein we were able to meet every other, you know, every third, you know, Saturday or so to talk about these things, right. To sort of share our, our personal experience with them. Um, and I was able then to also engage in some of these larger conversations, uh, nationally by going to conferences, uh, like NCSS or even locally like Casey assess.

Speaker 3 ([01:37:12](https://www.rev.com/transcript-editor/Edit?token=0TAiJ6EZQ6QAyLdpJSae1AEwwiYbNL2oQ4Nh5rfZF3q6mHQyK58TtljIJMEy_J52kEBPvUJzG8HVG_NRPJocV3RRcGQ&loadFrom=DocumentDeeplink&ts=5832.63)):

I can't imagine getting through this process alone inquiry is too damn hard to do by yourself. So knowing that that's true and knowing also that social studies is about creating a democracy in which individual actors pull together their shared values and experiences for the greater good. So two is that when it comes to trying to create the same type of culture at Jefferson County, wherein every teacher, regardless of their experience, their like, or dislike of inquiry need to be part of the process we need to hear and deal right with their realities. That is what changes the game. I think in creating a culture of taking it from a theory right into reality. So for us at Jefferson County, we've opened our doors as much as possible. We've got even individuals outside of our district who are coming in to attend our PDs because it takes that type of collective effort to make change. I used to tell my students that the reason why everyone needs to speak inside of a class in whatever way that might be verbally nonverbally, whatever the case is is because we are not as good until everybody does it, that you could actually say, one thing have one observation have one epiphany that fundamentally shifts the entire group. The same has to be with the process of implementing something as difficult as inquiry. That inquiry becomes both the product of what you're implementing, but also the process of doing so.

Speaker 2 ([01:38:52](https://www.rev.com/transcript-editor/Edit?token=QZ-NEAfd2TpL-3jSQHOZ2qVlqLXW05oHIysHMige1uoIuFo0uUCyiZz3nhi4INmIDyTM335zibE-Q1FqDJstz9GlnJU&loadFrom=DocumentDeeplink&ts=5932.26)):

Okay.

Speaker 1 ([01:38:52](https://www.rev.com/transcript-editor/Edit?token=soASAXMBg-WB-UuFvnYwOJCYLJ2Avc4mrWYt5LxvQtRyCHP0Kwtc2i03wxWLhrktU_wqvAMLN7XrLMBJQAzfxmErFPo&loadFrom=DocumentDeeplink&ts=5932.94)):

Okay. So what does the phrase culture of inquiry to you? I feel the pressure, cause I know Ryan gave a really good answer to this. Ron Crawley, no Ron Lewis. Oh, okay. You're fine. You actually sort of answered it in the last one, but I want to work direct quote. So, you know, the culture of inquiry starts with, Ooh, that's a hard one to start with or the culture of inquiry include or the essence, you know, to build, to build an inquiry culture means to,

Speaker 3 ([01:39:39](https://www.rev.com/transcript-editor/Edit?token=bhAyYoIG4Ifd-6fLHNSRcT4e-EQlwNE3D2-fqNlfoCsToFLI61OdbN1ru5h_oPzvvmBf5hiFhFNjk6Bi-a3_5q7zsug&loadFrom=DocumentDeeplink&ts=5979.77)):

To build a culture of inquiry is to adopt the idea that we're better when we've reasoned together than we are alone. And so part of what a culturally is, is sort of breaking down many of the barriers that individualize us in the worst ways where our egos get involved, where our practices sort of go and challenged, um, or that we feel so responsible to, to shift things that we can't possibly do along a culture of inquiry is about, uh, using questions as a way of framing things that there's an honesty that comes with that transparency, right? An openness and a vulnerability. Uh, that, to be honest with you, um, uh, is under underrated to build a culture of inquiry is about, um, allowing the educated experience to drive you to conclusions. The opposite of education is dogmatism where you already assume the answer that you're trying to find, right? This is not about indoctrination, it's about education. And we have to allow the process of inquiry, right. Um, to help guide us through our decision making process, both as individuals and collectively. So a culture of inquiry has to acknowledge both the role of the individual and the role of the collective and to balance the tension between the two in order to solve problems.

Speaker 3 ([01:41:09](https://www.rev.com/transcript-editor/Edit?token=eC8865G5wcPXX1ZHCJmeU0wmOissdifF0e6yOWIkL4bimXFTTm1_QWMrVtd8jy2olzY1qqENIhaibsybvHuYiRe6FtY&loadFrom=DocumentDeeplink&ts=6069.07)):

I mean, that's sort of what democracy is or should be.

Speaker 2 ([01:41:14](https://www.rev.com/transcript-editor/Edit?token=SR2BTgL2wMTHOXc8VNeJT8OtBDRpgfNEY2HAwzZXtAwAHWaSPsIdWHEWhijbqjvqXnZsHf4e45lYuUl1wyd72fdju_Q&loadFrom=DocumentDeeplink&ts=6074.47)):

Hmm.

Speaker 1 ([01:41:16](https://www.rev.com/transcript-editor/Edit?token=QwHoZP6-Kx3v28gEkQqbvRES0OfiWLEmJZRBO6IOS0poEDSXS_rUpsXgApq_VHDfcHdvrLt68Jq6E6KXXxgUYlgSKk4&loadFrom=DocumentDeeplink&ts=6076.17)):

Okay. All right. I think tomorrow I'm going to make the focus of the interview. I mean, this one, I have one more question for you. Sure. But just to give you a minute, um, I'm thinking that tomorrow the focus of the interview is gonna, this one seems to be fairly aspirational. Yeah. We're going to bring it right down tomorrow morning and talk about roadblocks and barriers and to the real nitty gritty, but it doesn't feel right right now, plus I want to give us a break. Um, so I'm gonna ask you one last question and I'm going to ask Brian new this question. I'm gonna ask him a lot of the same questions, but this in particular, you know, there's this, um, I was telling SG on the phone the other day, um, in Oprah's magazine, um,

Speaker 3 ([01:42:01](https://www.rev.com/transcript-editor/Edit?token=uEKfqrfP_9nEeIPGDFaYJTszay3hUn53xIFCSKlYJO-nzkzJ2vJOhgKqu740qPtCFOSW-xZi9cfmlFDJY2eOVlKd3aQ&loadFrom=DocumentDeeplink&ts=6121.59)):

Oh, you could just say, Oh, by the way, I would go, I would have, I would have gotten that reference,

Speaker 1 ([01:42:06](https://www.rev.com/transcript-editor/Edit?token=BvQEuvYRQNMCIJ4J9rZDc1vfjXfx1izUhc-_Ooq-H9eZ6psvLj8BgBFUzEXfCxIARae8XKMoU-wMKaFvmfuM2IHmRIA&loadFrom=DocumentDeeplink&ts=6126.2)):

No magazine. I have picked it up like it, you know, when I go to like a salon or whatever, and she has this feature that she does in every one of them things I know for sure. And it's actually a really good feature. It's one page and things that, you know, at her age and, you know, I think she's turned 60 recently, although she's listening to this, she might be upset if I said that, um, you know, things that she knows for sure. Um, and so I'm going to ask you something similar at this point in your career. What do you know for sure about inquiry and teachers, teaching teachers to use inquiry? I guess, what is it that you know, for sure if you were going to write a column like that, how do I Pat I'll start them? Um, this is what I know for sure about inquiry at this point. I don't know about anymore.

Speaker 3 ([01:43:00](https://www.rev.com/transcript-editor/Edit?token=Ugt2wz-6JcxyPpvksQRhMBkZPRQGxWGyksCrgWB7gN8_KzUYsYG8ZM4kKU0KV43vpCfYMGVYTqjUeovsaRjjKsEl5ls&loadFrom=DocumentDeeplink&ts=6180.39)):

No, that's, that's it. That's what I was gonna say. Um, what I know about inquiry for sure is that it is messy. It is. Um, this is a hard question. It's a good question. It's a hard question.

Speaker 1 ([01:43:27](https://www.rev.com/transcript-editor/Edit?token=nhmzqblt7sVgpio5bG4rXkiVOIeL2fDxFWBGDKNLeX7-dTuvyO8LNt9UmRzFDBw9dXo7cDSmDpUFOkw80Qfizov2E2M&loadFrom=DocumentDeeplink&ts=6207.19)):

You came to rehearsing the answer with me going to talk through it and then a place where you're ready.

Speaker 2 ([01:43:32](https://www.rev.com/transcript-editor/Edit?token=iWXzKfsXotL37JbCrBRKrVcgoLZMDZvNVBLInsi2DYMGj-DGZ7VtZvTp4vbqjL7lDKO9ElhXSWSS12Exz0pIj-iLO7Y&loadFrom=DocumentDeeplink&ts=6212.96)):

Okay.

Speaker 3 ([01:43:35](https://www.rev.com/transcript-editor/Edit?token=TXL6MbfaDKQfqZ1Omev7BiS38-4NGYwZ3jO9Wad4iybqw_Q-uIfahZPr3cGt1Jey49-Q9gLVNQpi9D-w0TAtMspPX10&loadFrom=DocumentDeeplink&ts=6215.73)):

Here, here's a few things I know for sure about inquiry. It is incredibly messy and hard. It's not for the faint of heart with that said, I also know that inquiry is a hundred percent worth it. I have experienced things with students with inquiry that I could have never thought possible where I spend hours afterwards. Just thinking about a single conversation that had come up from a question or a source. And it's those kinds of things that you really sort of a as at least as a teacher that you really live for, right? That you feel like, you know, you can't make a difference in everything in society, but that one day, right. And that one moment that, that one time you just had a, sort of a connection with another person in a way that was sort of equal. And I think that that really sort of hits with a lot of students.

Speaker 3 ([01:44:29](https://www.rev.com/transcript-editor/Edit?token=xPkKDZj1UxGY7wV3cKKZ0ZeSQisdDn1D-VGuLn5Yy6HojygCi-0v3sMwUz_Z507Zi_4WNZFKqsKxg-qfmoGByJPUYVM&loadFrom=DocumentDeeplink&ts=6269.63)):

Is that the other thing I know for sure is that students hate inquiry initially, but they grow to love it. And just like teachers, I think if they were to embrace it wholeheartedly, right. Um, or incrementally that they'll eventually come to see that they can't go back, they can't see it another way. So did I drink the Koolaid? Nope. I've experienced enough in my life with inquiry that it has impacted my understanding of education, my relationships with others and the direction, not only of our profession, but being able to use it as a direction for bettering our democracy.

Speaker 4 ([01:45:12](https://www.rev.com/transcript-editor/Edit?token=HsHoZdVyXj11L3jP-BCFyXczxjTArTjeJzWRVb0aWGZrS_bf6sfeKFqHRHcy3nPyN32oKsXLunYL8Tgpw1c4juyA7s4&loadFrom=DocumentDeeplink&ts=6312.82)):

You're done. Okay. Great. Cut. Very good. Very good.

Speaker 3 ([01:45:21](https://www.rev.com/transcript-editor/Edit?token=wQSto2INW1pswtORN9sSec5X-6VyPWCOz2noJUt8zg3u1hZhZg8Ij3BraZxFofQ7w30zsQxq0fmZyAnNpOoLYelqLzA&loadFrom=DocumentDeeplink&ts=6321.15)):

Oh man. Sorry. I I'm sure that happens a lot. I don't even wanna know how.