Speaker 1 ([00:00:01](https://www.rev.com/transcript-editor/Edit?token=VKzkAn-V_VyBwMyAJ-PB9QkQfSGeY0q0joRE2rqs0ZlUwQmsGQRWg9sLeJ6GKUWB7lJ4E_Twi9A-WiBGbYTQi7pCAL0&loadFrom=DocumentDeeplink&ts=1.7)):

Hey, right Ryan, what's up, you know, inquiry.

Speaker 2 ([00:00:09](https://www.rev.com/transcript-editor/Edit?token=S7wuZ_aQY55w0QPdOZuvVAN8gnAmD_7PxS7YUc2avkRqa6ArNO4xM1wBuWKG0WTIK_xEbkbtU6wMQ6yrd4gS4JmBSv0&loadFrom=DocumentDeeplink&ts=9.81)):

Okay.

Speaker 1 ([00:00:12](https://www.rev.com/transcript-editor/Edit?token=fkzNJIwOlY3-fXwkXXXwN35tgXKvTVm-EQcpNsIc7cAtFDQTujy7Ao8E4lfyj9N5-h3Btk7zJGxaThKTMmC5nPsvLD0&loadFrom=DocumentDeeplink&ts=12.48)):

Okay.

Speaker 2 ([00:00:13](https://www.rev.com/transcript-editor/Edit?token=9E0eCRI59Y4fJ_eN7xzS_19-KoCogv_9VfUvoaDu-RmEXvs8Nw8HQlGMmUfbOQ4D6qvMYHRRKa_jlU8d2Dhh7GHV2uE&loadFrom=DocumentDeeplink&ts=13.48)):

We only talked. Awesome. We only talked about here. We didn't talk about what do I say, actually, that's the kind of moment we want to see that SNL skit, um, with, uh, who's the rapper chance the let's do this hockey. Have you seen that yet? Where he's like, has nothing to do? He's like, he's like he usually covers the NBA and he gets dropped into this hockey thing called anything. And he's trying to, he's like, it's really cold a, anything let's do this hockey. And so that's our first race in our house right now is hopping. Corey, just do the Saki.

Speaker 3 ([00:00:58](https://www.rev.com/transcript-editor/Edit?token=g-r_0uUxx6ZrTRMDuHMzVY17HL7XeMyFN6KmhWkfhtTbyOquKtxTu7HExkvIFmAN3hzth5YdHkkptN2HgeELOpHnM_Q&loadFrom=DocumentDeeplink&ts=58.43)):

Should we? Yeah. Should we pause more on the handshake? Cause I think what happened is that, uh,

Speaker 2 ([00:01:05](https://www.rev.com/transcript-editor/Edit?token=wYwPDMYz_Zt_s3xf-mP8IwpAwVTcQO5kyPTRQdXOCLgTuVyKiR-5sqUdRfZr1eZoMyzet-QJahsVlRNsy7JuAQceK7M&loadFrom=DocumentDeeplink&ts=65.4)):

That actually was great, but why don't you do it again? Okay. I was in the other hand. Yeah. And then just start talking about whatever, like how are things going, blah, blah, blah. What's new with you and we'll let that go for a couple of minutes. Right? Am I sitting up straight enough? So even if you start out a conversation, you know, what's going on in Jefferson County, what's going on in Woodford? Just casual.

Speaker 1 ([00:01:31](https://www.rev.com/transcript-editor/Edit?token=PsNGtctCvYIZZD3O1pMCLMpDwCkE4xd1Lk0TcOFpdCtXL3pI1Pqy3fo9r4fzpl7kLZlonK0RN0LdR5YbJwQUyDbEiH4&loadFrom=DocumentDeeplink&ts=91.74)):

Just chatting Jack. Okay. Alright. Hey Ryan, Ryan. What's up, man. How are you doing? It's okay. How are things in Jefferson?

Speaker 3 ([00:01:45](https://www.rev.com/transcript-editor/Edit?token=E5CkSnlfXiWUcKyTaeh19U53c52WEBRdHa-clwuoiL7fXdK_Xg095o4xSJu4PzhIaL6lo6OBodbT420jfMw7M74ObDg&loadFrom=DocumentDeeplink&ts=105.93)):

Busy. Real busy. Yeah. You none a lot going on at the moment. Just kind of thinking about next year and um, how do we move forward out of COVID quarantine, wasteland? I don't know. Something like that. Yeah, no, I feel you. I feel like we're going to have to have a break that we're never going to get. No, no breaks this summer. Yeah. That's okay. Um, how has the, um, how's the position stone and you're doing okay. Yeah. It's, you know, it's challenging, right? Trying to implement new standards with all new inquiry. Then now all of a sudden we've got to do it in a new format with NTI. Do you feel like you've got enough teachers on board to where like it's not going to throw in too many curve balls to teachers, you know what, actually, they're pretty worried about it. Uh, I had a teacher who has, you know, just been sort of outstanding for us.

Speaker 3 ([00:02:38](https://www.rev.com/transcript-editor/Edit?token=mY1xx74tdqSPBdU7xw8lUG27wDjSto3SM-R4kuJ_ZMQ7a-Btt2pAstRp-P_odG-aNojFeHslRHrlmAXmzbYMV6RLqVI&loadFrom=DocumentDeeplink&ts=158.1)):

Uh, send an email very early on and said, I'm so into inquiry. I so want to do it, but I just don't know how it looks in this way. And I'm afraid that, uh, I mean, he was sort of like almost like, I guess they felt that I was going to be disappointed, even though I don't have that kind of, you know, thing over them. So, but it was sort of this acknowledgement that, um, you know, that they were just sort of dealing with the realities and that, you know, things are hard enough before, you know, you throw in this new kink.

Speaker 4 ([00:03:03](https://www.rev.com/transcript-editor/Edit?token=A4DdSOihVMUgCyu91zguCaZUyxuoN6u8NK4HzPAZjqpRieeyvy67pzANBkGBJMsFRJ3Xd3m8XcQ_DDHUgt6jzjqWm-o&loadFrom=DocumentDeeplink&ts=183.57)):

I had another teacher who said almost the exact same thing. They were worried about inquiry with kids who can't read. And now she was like, what about kids who can't read, who won't do work at home? Like how do we do inquiry and all of those variations? Uh, and I said, well, just kind of figure it out. Uh, which I guess is not very comforting, but it's kind of the way we have to do it.

Speaker 3 ([00:03:25](https://www.rev.com/transcript-editor/Edit?token=z_jrmEOMXd-9C0_DS_X0gMrbJita3j7O0xsbDsoLt1palLCOseVdCKiMByS-52IbXjui5ZUIiCVgVrUTqEYf0XmbhD8&loadFrom=DocumentDeeplink&ts=205.14)):

So yeah, no, it's a good point because I think that if, if anything, that this has really exposed, right? It's the idea that like our parents don't know enough about what's going on in the classroom. Sure. To be able to help out, right. If they're going to be able to be there for their kids, like we had to do some curriculum stuff, these choice boards that we tried to build around inquiry, we actually even tried to do this whole interdisciplinary focus. And one of the things that came out was that you have to assume, at least in Jefferson County, that there's going to be some, you know, nine-year-olds whose parents are working late and may not be able to help them. So how do you create something right? As complex or as can be as complex as inquiry for a nine year old who has to do it by themselves?

Speaker 4 ([00:04:08](https://www.rev.com/transcript-editor/Edit?token=NiPu9YH_QUGBGi7mHVy4iSrhol8_RtxFenCAuUxfyl5jWBOsNcTWutzkWIWsF6OK-OTtlRKcRvFS-5DeyRcnBuDLxBc&loadFrom=DocumentDeeplink&ts=248.33)):

Are you talking, I've seen some elementary school teachers do that. Are you talking about the choice boards where the kids can pick, like I want to do these different things. That must be cool to see, like I want to do this question or I want to do this task or something like that. I mean,

Speaker 3 ([00:04:22](https://www.rev.com/transcript-editor/Edit?token=QoJWADZCAyDfWeNyJTkBM6E-FACgt4G0M5PfhOyvprDMShfVMWPf__LMgKmjALKejXQ914xsOx8SFOMDBiJ7bWhEqd4&loadFrom=DocumentDeeplink&ts=262.29)):

Well, that's actually what we built was um, so I convinced a few of their folks there that we take a compelling question, right? Actually we built these out for elementary, middle and high. The middle question was how can disease change the world, which was, you know, robbed a hundred percent from the IDM. Right. But then different disciplines were able to sort of use their discipline. Right. As a, as a, as a supporting question angle. Cool. Uh, it was actually really foundational for a lot of elementary teachers specifically who had never sort of thought that interdisciplinary before. And it allowed them through that larger compelling question that sort of larger umbrella as an Avenue to make connections between disciplines, uh, divorced from standards. Now, obviously the standards of back this up, but if you're trying to match standards, that's very difficult, but if you're doing it around questions, it became a greater access point for them.

Speaker 4 ([00:05:09](https://www.rev.com/transcript-editor/Edit?token=C2GLpOtjbjNQkQGw4vFZ7IkIPlzjcT8x2a6jndf1dxOUrZszGpjZpjRJikn9gw6DY8L_YG2c3BrO4oOd-8kDLu8LVEU&loadFrom=DocumentDeeplink&ts=309.05)):

I think questions. Um, I think questions, a lot of times tend to diffuse a lot of attention around inquiry or even just like new things. Cause we worked with a small group of teachers at Woodford County from elementary, middle and high. And a lot of the, the most enthusiastic teachers were at elementary, but they kept having questions about, okay, but what are the standards look like? And I said, you know, one of the things we talked about was making the questions accessible and meaningful to them really said, Oh, and it was just kind of this like light bulb went off in their head. Well, we can answer questions. Like we can present questions. We can, we can work with questions. And so I think a lot of times that worry comes from, you know, in the past thinking, well, I've got to break down these standards and I've got to make all these learning targets and I've got to do all of these different things.

Speaker 4 ([00:06:01](https://www.rev.com/transcript-editor/Edit?token=rDMDmkajeVdbuolLtlpYxxn3s-KrFbmBVPZ24c1fJx-QsLsoMdLE14Lyp29PZ5e5r0j0qo6Z-CdzMO9xuYyKmqoOiAE&loadFrom=DocumentDeeplink&ts=361.76)):

But I think the more you point to people at questions, I think it makes it easier for them to understand if I can at least answer this question, then I can at least start somewhere. Um, and I guess it just shows how bad in social studies, at least we've been about asking questions in the past. Um, if we've, if we've trained all of our teachers to be totally afraid of inquiry, um, I think it might take a little while for some people to get back on board, but most of the teachers who buy into it find it refreshing, at least in my experience.

Speaker 3 ([00:06:34](https://www.rev.com/transcript-editor/Edit?token=Hhf3hjTAf7HXu1jmKdcssGdKfIn7RDFfAGAeMDrlrquW1-KjzkXFJfRUCfHoq-dlh0vrHNlUTaW2aHtFPQrFvMkbYtk&loadFrom=DocumentDeeplink&ts=394.57)):

Yeah. I find that it's sort of almost sort of polarizing to some degree, right. There's teachers who are sort of on one side or the other on the spectrum, right. They're either terrified by the questions and the openness. And what does this look like and how do you make this work? And there's other teachers who are like, Oh man, this is the free, you know, to your point, a very freeing exercise, right. To sort of think about curriculum in a different way.

Speaker 4 ([00:06:54](https://www.rev.com/transcript-editor/Edit?token=iebAUy5lW59ShATGT6I2PR2vdAQcDbbLqOug8Olhom766fS4ItoR_HTZKesH3YfBOTwXnGllYXg8O3yF6YO1dg0mEXY&loadFrom=DocumentDeeplink&ts=414.8)):

Do you have, this is, this is a question that just kind of popped up. Do you have teachers that see like inquiry stuff and go right to the sources and say, but my kids can't read these sources.

Speaker 3 ([00:07:04](https://www.rev.com/transcript-editor/Edit?token=t9hU3_bmgNA5orCiUoNyvkkD6hc62Pzyz_kapW2G5sRGkYOzqmPWFqgDOZYOiPrWbc4ZymXPwTtkvD_564G6HdxMxA0&loadFrom=DocumentDeeplink&ts=424.57)):

Yeah. I actually missed the everything else. So it's really interesting. You can, um, you can really tell sort of, um, how inquiry can expose gaps among teacher practice. So you show them an inquiry, right? Just a question task and source. Yeah. And to your exact point, they actually start to tell you, right. Exactly. All the areas that they need improvement. Right. So it's like my kids can't read these texts. My kids can't write. And what do you mean by this action piece? Yeah. And you know, how do I, how do I make this, uh, question work? And so suddenly you're like, well, what actually was the substance of the old class? Right. Right. Because if, if kids aren't reading, writing, discussing, taking action in questioning yeah. Then, you know, sort of what are they doing?

Speaker 4 ([00:07:48](https://www.rev.com/transcript-editor/Edit?token=R38hl5uKGJ5srY_I961D0WmT4SoivDTqPrufiyO4NwCRec5W63Dq5nKuy8UGDZrM7t7Dqv6Cei0is33MyYI81QxyBps&loadFrom=DocumentDeeplink&ts=468.45)):

Right. I had a very experienced teacher, somebody that I respect a lot, um, who basically told me I didn't implement a full IDM this year because they scared me. They, it, it worried me, uh, so much to give up that much control to my students. And I don't even think it was an intellectual control thing. I think a lot of times people don't understand that that IDM blueprint isn't, it's not prescriptive. It doesn't say how I should do all of these things. But I think a lot of times it's scary to think I have to do all. I have to be able to do all of these things and do it in one way or else it's not inquiry. And so a lot of those conversations have been walking, walking that back with teachers and saying, well, no, if I just gave you this question, well, how would you do it? And a lot of times they will say, well, I do this and this and this. I said, well, would you use a text? Probably like, this is, this is essentially it. So I wonder sometimes what, what it is that teachers are most afraid when they're

Speaker 3 ([00:08:55](https://www.rev.com/transcript-editor/Edit?token=CO15y969hbbkaYqQ6TcZgb9FJdyG9dAN1uypMqGK1GvGj9Kz_cIEwjwb7xm-3tDztq9jTKHglxnjHC7N1HZGYBbo30Q&loadFrom=DocumentDeeplink&ts=535.98)):

Presented with all of those things. I wonder if it's the sources or if it's the question or maybe, I don't know. Yeah. I, it's a fantastic question and problem, because you know, one of the issues that we're running into at Jefferson is that it seems like one extra thing as opposed to the thing, right. It's almost like there, it's like, Oh, well now I've got an add on questions. Now I've got an ad sources not going to add on these other pieces where really the heart of the matter is, you know, and this is something that we've, um, you know, to your point about how do you walk some of the stuff back is that we've been trying to get teachers to just do, you know, one, one day per week questions to ask and source, right. Or to be honest with you just begin with a question, right?

Speaker 3 ([00:09:36](https://www.rev.com/transcript-editor/Edit?token=sR9c8jCXlCmwCX_uXvIaK4uPHEYDrj-A6M-F9W2POQmn0N8TttA_hANZLYNAOlvP3d0w77CpSAWg5-8Nb6o5_MAdmO0&loadFrom=DocumentDeeplink&ts=576.21)):

So as soon as you're able to frame things in a question, it changes the game of a colleague of mine, Vincent tinker. And I were just talking yesterday about how, if you were to say, I'm going to cover a thousand years in this course that doesn't seem problematic. Right. We're going to do it. But if you were to break down that same course and say, well, what are the hundred and 20 questions that you would use to break down those thousand years? Teachers start to panic. Yeah. And I think that, um, I think that sort of comes down to this, this idea of like scaffolding, like how do you end up scaffolding these things out? How do you chunk things apart? Right. Which, um, inquiry sort of exposes because the old, the older way is sort of this history with a Y versus this history with an IES.

Speaker 3 ([00:10:18](https://www.rev.com/transcript-editor/Edit?token=XkvmzGwccrKh2SVKfDaTYfVb0ODQ2yLjQ_EML0D6DZXyFW8cLaJ-D9A-sPgNY4w9veWppL8X6bVEo3hWzAzSnDAp_GQ&loadFrom=DocumentDeeplink&ts=618)):

Right. Where there's one, one story we're trying to tell. Right. We're trying to tell that same story over and over again, right. To each class versus, well, what are the stories that are actually naturally coming up from the questions that we're investigating or, you know, and I'm sure. And it's actually maybe a good tangent. Just sort of talk about like, you know, you're talking about some of the, the experiences that your ex you're having with some of your teachers about sort of that fear. Yeah. Um, like we were talking earlier about some of the things that are, you know, sort of when you hit inquiry the first time, like, what was the things that like really made you, do you remember like those first few times where it was like, what were some of the stuff that really like sorta got you where you're like, what, what am I doing here? I've hold on.

Speaker 2 ([00:10:58](https://www.rev.com/transcript-editor/Edit?token=Buw3w7s-VMtJXheU1ctteFaO_ZJEtPLC2Mj5JClA6bP0zqUnmzO0O6ftgSqxtZxsTqowlIy_9nt2fQS6OL3v77EmpgU&loadFrom=DocumentDeeplink&ts=658.25)):

Okay. This is funny because you don't eat meat, which is awesome. It's perfect. It's exactly what we wanted, but the fridge is humming and we need to change storage. Will you be in character? It awesome. Can you, this is X for water month. Last question,

Speaker 3 ([00:11:22](https://www.rev.com/transcript-editor/Edit?token=cB47TWQTEtPwgTlghO7jRPY11PvPQUQxxy34q6jyhxBRqbXn8kQ7mqtceY7kanaDiO7Gi8cSyn7XQxE5xuIE-RmejTY&loadFrom=DocumentDeeplink&ts=682.37)):

Ryan.

Speaker 2 ([00:11:27](https://www.rev.com/transcript-editor/Edit?token=KR31eIB8uwHCurq-HGItsnY1Lx6GYPV9ku3vVMZ-6s6VaJcFT2-HtIctqOIy1UsNnWJa5fFJd4xO_oKQuKqVPgBbsZY&loadFrom=DocumentDeeplink&ts=687.74)):

Yeah, if it's okay. I'm going to back up a little bit with you guys. And um, so I want you to do exactly what you're doing. I don't want you to look at me. I want you to look at each other. So what I'm going to do though, I think you've gotten a good rhythm. You've gotten going. Yeah. I'm going to back you up a little bit. And have you start with the beginning, like when you first started working together and sort of telling that story, um, and I'm also gonna have you

Speaker 1 ([00:11:57](https://www.rev.com/transcript-editor/Edit?token=diSVnavJA5ztlJ1WZXGyg9C5WEuiOkZQsv94_-hgDaG7WgkSQWa2nB_9zm5Ea6hcPk1rNlURuuYd2u6iEC0_9GAXkiA&loadFrom=DocumentDeeplink&ts=717.75)):

Mmm.

Speaker 2 ([00:11:59](https://www.rev.com/transcript-editor/Edit?token=FxCwhCYXRo97N90BPkgxrvMengIQpr7T_SRbG8h05BnGAedymZCerAzuAklZflhV0BB9twscEFEaeWS24nzQFFlE4Sw&loadFrom=DocumentDeeplink&ts=719.58)):

Maybe be thinking about this, but I'll have you tell you the most, the worst inquiry story from your classroom? Okay. So I want you to each be ready to tell like the worst inquiry story and then a best inquiry story with some specifics, you know, like some, you know, like I was teaching this IDM on, you know, manifest destiny and, you know, it could be something personal, it could be something pedagogical. It could be, you know, the kid farted and it was hilarious, like just a really human story that teachers can relate to. Yeah. Okay. Okay. So be thinking about that, but I'm gonna start with having you guys talk to each other about when you first got going with inquiry and started working specifically together. Sure. Okay. Um, and feel free to talk about like the university of Kentucky, the protein, you know, started the doctoral program at the university of well, you know?

Speaker 1 ([00:13:32](https://www.rev.com/transcript-editor/Edit?token=EjG2OO0qgNF0JuaAipisacsSue1F-AoUeZo8bz-LvdQA_EOMEC03QiPUC3ypTAxKNrhNtFxDw6nQyQ9A8ILhVLr21uw&loadFrom=DocumentDeeplink&ts=812.1)):

Sure. Um, so, okay. I'm gonna grab my speaker. Okay. Just cause it has prompts and stuff. Is there a way of turning the air conditioning on, in this room? Yeah. So, Oh yeah, no worries. Yeah, no, I can, um, I can persevere. I'll just drink more water. I'll call down my insights. Could you get some really clinky ice in there? You know, you know, if I had a pole on, it would be much, much, much cooler. It would be a lot cooler. Can you use this? Are you sure? You can totally use it. Point counterpoint [inaudible] tomorrow. We're going to come in and it's just gonna be broken on the ground. Like how did this happen? Me. Okay. So, um, I can't sit. I feel like I'm on, I'm on an airplane with us, so I just, yeah, I sit like this a lot, but I also feel like I'm getting ready to like get up. I'd probably just get up guys. See you later. It's okay. You can sit like that. All right. These are slippery chairs. Chairs. Yeah. Now I've got to help some with more. Do you want to stand up? No, no, I'm good. I just, um, he's fine. We're rolling. Alright. So

Speaker 5 ([00:15:20](https://www.rev.com/transcript-editor/Edit?token=wOR0fvL9tBsQvOqRwkjrKHfxQSL82z0g0Mih9AIL6eHuFOfsWUDXEo6Fg57eV7QxK-rg9nnTXBd_OCZv2QNN1GKy0vQ&loadFrom=DocumentDeeplink&ts=920.4)):

Maybe, yeah.

Speaker 1 ([00:15:22](https://www.rev.com/transcript-editor/Edit?token=Ccw5RKS6WqGZUv3s89KqypHi_o9ARsDkG63jAroGdZ6hoY_N45rlo8dCvVeCPzuTLQU8XbTTYC4zVHkggxT7wqIbXwk&loadFrom=DocumentDeeplink&ts=922.18)):

Recollect the time that you first started working together and started tinkering around with inquiries.

Speaker 3 ([00:15:30](https://www.rev.com/transcript-editor/Edit?token=1y3L9u5sqSDoWb9MIFYLl6zVd9PD5cWrbc0bLCpGRJN2CoY1ymF-WMoXsXs0KMs6usX0ID-2eFd2sgkGfoUqzhMfDiY&loadFrom=DocumentDeeplink&ts=930.23)):

Yeah. So the first time I remember meeting you was, um, actually at a UK, I think it was, maybe it was, it was part of the, um, it was part of those, um, um, cooperatives, right. When they first started rolling

Speaker 4 ([00:15:46](https://www.rev.com/transcript-editor/Edit?token=JUbLZb-QXTU-_AW0DMd96cUBEzd-hoRBKmCIfJBEDqO_OSyBAmCCZ6jFyRUGwgadlhur83dp7wx9wsppUEIYWi3a4IU&loadFrom=DocumentDeeplink&ts=946.97)):

[inaudible] was it one of those or was it, um, or was it, uh, was it when we did standard stuff? You know, I can't remember now. I feel like standard stuff was the first time then that can't be right though, because I feel like you met Kyle once didn't you. Okay. And so Kyle never did that. I think we've like we were at the same bunch of different things and we kind of just kind of cross, but I remember talking to you at Easter was at Eastern Kentucky because Jen franker was there. That's right. And then we started doing standards work. Um, and then, uh, I remember because you had the Christopher Hitchens background on your computer. And so I, we had read Christopher Hitchens, so I started talking to you. Um, and so we were, uh, I don't know. I think we just,

Speaker 3 ([00:16:34](https://www.rev.com/transcript-editor/Edit?token=oV04FL7g7Y9DXPRxvroMLmoiIch8VrWZAXILA3H5i--JiP1wD8sQx3kwZoR9yZnpJhgtdS467ZRrplBaDlH8-eVKAGc&loadFrom=DocumentDeeplink&ts=994.1)):

Well, I remember a friendship from, yeah. Well, I remember, I remember talking to you in Kyle about how you guys are doing, um, us history, thematically. Yeah. Like that sort of began some of those deeper dives into some of those conversations. Um, but then I don't know how we went from there to becoming classmates at the university of Kentucky.

Speaker 4 ([00:16:53](https://www.rev.com/transcript-editor/Edit?token=wpaTRFE5bAjAEgEtbievezCM8WcqGFVcDkCkwF91TVgCcv0viFDJo8-dDQdlE4OFxPaO9Nthz6ng1vnLb3jWl7aeK1w&loadFrom=DocumentDeeplink&ts=1013.49)):

That's an excellent question. I think there was probably, at some point we were at the Boone center together at UK at the university of Kentucky. We did something with national board, those videos. I think that that may have been it. Okay. Um, because isn't that where we had that one picture of you like this. Yeah. No, I'm glad you're I'm really, I really, I just remember. Cause I was sitting, I was sitting next to you and, and James was sitting on the other side. So, um, yes. I think that might've, that was probably it, because that was kind of the beginning of like the ProTeach stuff. We really didn't know what it was going to be about, but there was like all, I just remember at one point you were sitting there, um, and there was all these like incredible teachers in the room and thinking like, w what am I doing here? Like with all these, you know, people, um, but it was really cool because I think everybody had the same question and they're like, what am I doing here? Yeah.

Speaker 3 ([00:17:53](https://www.rev.com/transcript-editor/Edit?token=plpMoxFh6FnmMgvV5QOC8oxferNtjvv6-dKQmO1C4OVZD0c0fTMXqICKlye-rfaQRzZz9fCyX5YR5Rdsr1N5VrRHqfo&loadFrom=DocumentDeeplink&ts=1073.52)):

Yeah. I, I don't um, well, cause I think that's also, so we, we definitely work together with some of the cooperative stuff. And then, because I remember that the year that I started with, um, uh, at UK was, uh, sort of working for the Kentucky department of education. And that was around the same time. Right. As far as doing them.

Speaker 4 ([00:18:11](https://www.rev.com/transcript-editor/Edit?token=OfolfYmCS1gFLXRFum2-d9NEDiSeeAZYvT0RzgXhQqNrlvOFfLiMDVqUVUEoDhttrobyQsjWQ-gQXfEPobz6NxNLgLk&loadFrom=DocumentDeeplink&ts=1091.18)):

Yeah. So we did, we did. Um, so this is my memory of it. So we did like, we did it like a class, maybe two classes with Kathy. And then at some point I have this, uh, memory of us. We were, we were at the Taylor education building, waiting to go listen to somebody speak. And you were saying that your AP government class was doing, you went all in with inquiry. And I remember saying to you, I was like, Oh, that's really cool. And you said, why don't we link our classes together? Like, why don't we plan the whole thing together? Why don't we just go through the same curriculum? And I said, yeah, let's do it. Cause I was teaching AP government at the time you were teaching AP government at the time. It just kind of made sense.

Speaker 3 ([00:18:55](https://www.rev.com/transcript-editor/Edit?token=YrkuXES3em8klfhua7bHzQarAJZOtzr3jV7lK-qwrPiU3tbJljhjDDvxE4Tl_jBDovWA5EJXexgkQHGkls-9A-NOfmY&loadFrom=DocumentDeeplink&ts=1135.83)):

Yeah. And I think that that was, you know, something where I don't know if, at least, you know, at, um, at least where I was at the time I was more into inquiry than some of the others were. Right. I mean, it was sort of that transition moving deeper into that. But one of the problems is, you know, is that, uh, especially, you know, this is several years ago, four or five years ago. Right. So there weren't a lot of folks who are talking that kind of language, we're willing to sort of make those kinds of sacrifices and have those, you know, real hard, critical conversations.

Speaker 4 ([00:19:23](https://www.rev.com/transcript-editor/Edit?token=FEJ3JFHWvRmjENqd9_nHDEcasZn6vV5N9t5yXcje11PJ7_Uo1h1dHiWOemRqQWYT6QSEFoJpR1mc5xoVC5xTwklbLVQ&loadFrom=DocumentDeeplink&ts=1163.66)):

Yeah. And I had, I had dabbled, I had dabbled with using an IDM in some of my classes before, and I was a little bit frustrated, um, because I didn't really, like I saw, I saw there was an, there was kind of an inherent value I saw in how it was structured, but I didn't understand, I did not see how it fit into the kind of the broader like progression of my class. I knew at that time it was going to have to be like all the time or none of the time. Um, and I knew you had been messing with it. And I remember I had talked to you, you said you were, you were doing like every lesson had a compelling question or every couple of lessons would have a compelling question, tasks and sources. And I said, you know, so we started collaborating that summer. And I remember us talking on the phone and, and working on your outlines and

Speaker 3 ([00:20:10](https://www.rev.com/transcript-editor/Edit?token=1oXlLpDC2pw3X0WQegnSJTAHGx1Vl8w0205cH3aL3qrIllK42R-O6Gk7JJT-C1GwrqkLorpYHU-Z4nJpfIQxgUBGOfE&loadFrom=DocumentDeeplink&ts=1210.98)):

Yeah, no, I remember distinctly being in the basement, looking at federalism and what new questions are going to be a part of that and how do we, how do we focus and frame some of that? And, uh, it was, you know, um, you know, it was so instrumental in helping sort of me figure out things, right. I mean, it's, it's one of those things that, you know, I sort of say a lot to our teachers that inquiry can never be done alone. And I think that, you know, the relationship that, especially that you and I developed over the years, it's sort of been like, it's almost like you're you're, um, you always get a pass with the other person. It's like, look, I did this thing. I don't know if it's gonna work. This is what I'm thinking about. What do you think it's going to do? And there's a real trust. I think that that comes from some of that experience.

Speaker 4 ([00:20:49](https://www.rev.com/transcript-editor/Edit?token=Pgn9Y8eimDMVAigTEB2OJvt_FN601e8cyVGL4VkmRH8xzkZTe4FmYMYK90EkQZ1y1iva-Zehli9asM1fiD9wVdMSEgs&loadFrom=DocumentDeeplink&ts=1249.43)):

Yeah. And there was a lot, it was, it was really cool. That was probably that year. Um, was probably one of my favorite years of teaching, mostly because of that, it was kind of like, um, I've kind of not thrown all caution to the wind, but it was kind of like, if, if I'm going to do this, I want to, I want to see if it has legs and I want to see if it, it can, um, change. I just kind of felt really tired in my classroom. I kind of like, I've, I've done this for awhile. I knew how to teach. Um, and I was looking for kind of the UN another way of thinking about learning. And I think the conversations that you and I, you and I ended up having was a lot about, well, what does this look like in your classroom?

Speaker 4 ([00:21:41](https://www.rev.com/transcript-editor/Edit?token=ZSqlgZ76eVAKyZzTP2F6GJZxlORlgsXRKZboD_i6UJJMSdoioxn7UAm1ZzGYPuaRQ6dYQxtlfAvUhtmT_LIfx2T8J2M&loadFrom=DocumentDeeplink&ts=1301.09)):

Yeah. You were, I know you were teaching seniors at the time. I was teaching almost all sophomores and so same content, but totally different, uh, like levels of maturity and preparedness. And I remember thinking like, wow, like that was, you would tell me what you were doing in your classroom. Like, I don't know if I can do that with mine, but I feel like I can, you know, tweak it and modify it or do something different with it. And, you know, we had, we just are my kids that year just had an amazing time. They just, they loved it.

Speaker 3 ([00:22:11](https://www.rev.com/transcript-editor/Edit?token=NqiLx7mm1FZIvWnUyU2tt_VGOcq-9jssnqYlg1SIOpn8upP52GF_U6-bEj1qG8szwRW9dvPEQGDqZAN-Qz6uy7TPjeY&loadFrom=DocumentDeeplink&ts=1331.93)):

Well, I think you bring up a good point about like, you know, that inquiry sort of operates at all these different levels. Right. It doesn't have to look the exact same. Right. That I think that it's largely self differentiating right. Based upon your willingness to sort of allow it to be right. Right. So that when you have a question, a compelling question, your kids are gonna approach you a way differently than mine are just because they've had a different experience. Yeah. I think that actually shows right. That for maybe the first time the individual as a kid is actually entering that classroom.

Speaker 4 ([00:22:38](https://www.rev.com/transcript-editor/Edit?token=Q5Ne01YxiEqi6LvX02DyFE4e-p4g29Ez8mvWN57FdqdLG-U5n4ZigWp_fv82R3FR4alh4nKgCsMPuipQZclJzKQMd9U&loadFrom=DocumentDeeplink&ts=1358.98)):

Yeah. I would agree with that. I got, nobody ever said this to me and I, and I don't, nobody said it to me this way, but I got the impression from a lot of my students, um, who once they kind of got a hang of, of inquiry, it was like one of the first times somebody had actually asked them their opinion about what we were learning. Um, and, and a lot of the students were very uncomfortable with that. Um, because they did not like feeling out on this ledge with their own thoughts. Um, but a lot of students, um, I think for the, for the first time, maybe not for the first time, but maybe in a long time felt that they were, um, I valued what they had to had to say. Um, and of course, as teachers, we always value what our students have to say for the most part. Um, but it was, I think one of the first times that they, that was just part of the nature. It wasn't even just the teacher's personality more as part of how we had set up.

Speaker 3 ([00:23:39](https://www.rev.com/transcript-editor/Edit?token=cG3F4UXm-Umaauo-Fcox8SJe9kEMWCW3vyORlsAO6GRC_clFcPrnwyuhjez05I_ENX1A49uUdgEuI0y9WvDFT9u0LAc&loadFrom=DocumentDeeplink&ts=1419.73)):

Right. Well, I mean, that's what you get, right. When you actually are promoting, you know, diversion experiences for kids. Yeah. Right. Because if every kid has to say the exact same thing, right. Then it becomes a hierarchy of who said it best. Right. Where an inquiry, you may have a student who's, you know, polished for boasts, whatever the case is, but just bungled it. Right. Yeah. And you've got another kid who really struggles who just nailed it. Yeah. And that kid can finally have some success in a way that they never had before, because you're, you're sort of eroding that comparative, you know, sort of approach to it. There was a point you made earlier. I was interviewing these students, these, um, fifth grade kids, um, and Jefferson County. Yeah. And the question I was asking, I was interviewing them about this transition inquiry. And I said, what do you guys think about claims?

Speaker 3 ([00:24:29](https://www.rev.com/transcript-editor/Edit?token=9l9sqXPp_-nJqdEZojGuTe0ngTU6Zra6k6raDqMFBdyCE1Z7rAy29yk-opAkBw8qWv0crErK7Kva4ePPCt17UZKK0Sw&loadFrom=DocumentDeeplink&ts=1469.6)):

And all the kids groaned. Right. It was like, you know, it was like, this is awful experience for them, but this, you know, and I was like, well, you know, well, what, how does a claim that is different than what you guys did before? You know, is, is there any positive, right. I'm trying, I'm trying to, I'm trying to, you know, save the moment here. Sure. And this one kid said, you know, I love claims. He said before, I felt like I had to come in every day and find the right answer. And now it's sort of just how I think about stuff. I just have to prove it. And I remember leaving that day thinking, man, if, if just, you know, that was the foundation of most of our population. That would be pretty good.

Speaker 4 ([00:25:01](https://www.rev.com/transcript-editor/Edit?token=2F5ncf3mdpILNBD5JxIuwRHtnDtjwYcYk4udjPz9GAyjO-IANiUO7s1o1kcpYFJwna35MxHgJfdKwUdVROWXrbOjMnA&loadFrom=DocumentDeeplink&ts=1501.87)):

Yeah. That's, that's a, that's a great answer. So one of those moments where you're just like, I want to take that bottle that, and then take it with me and like give it out to everybody else. I think the other thing too is you were talking about, um, that kind of divergent, um, nature of a compelling question. Um, the other thing I love about that, about compelling questions that even I have students who are very struggling learners, they can still answer the question. Then they may not have the Polish. They may not have the sophistication or the, the ability to pull on all the threads of evidence, but they at least can say, I have, I have an answer to this question. And it's a, I think it's been one of the most effective ways of me understanding what my students actually know and what they can do. Um, and so from that perspective, from like the assessment point of view, as a classroom teacher, um, I really enjoy seeing not only where they kind of come from, but I know exactly where they are as learners, how they understand the content. Um, and so that's what that's been the biggest game changer for me since we kind of started this big experiment. Yeah.

Speaker 3 ([00:26:14](https://www.rev.com/transcript-editor/Edit?token=j0hsgQdao-JKBnBdqqfLA7oZbCsUVETtdqUMP__2NBkoBoodMFpJQBmAoS79TlwAb8W4wePCtpab-KZ8nB3pt8Lmb_0&loadFrom=DocumentDeeplink&ts=1574.55)):

Let me ask you this, you were talking about how, like, you know, sort of, you know, your students in some of that, um, one of the old ways of assessment right. Is sort of do they get the right answer? Yeah. Like what were some things that you felt, um, as far as like your, your self, like professionally as a teacher shifting and how you got to better know your students right. Through that inquiry process? Yeah.

Speaker 4 ([00:26:39](https://www.rev.com/transcript-editor/Edit?token=xF1kBu2lnpZzaFC8VmRxxoDXDOXvbftdHfUl_va9LI-GBai6TDlVyabfuSpx03AspDeCqusos94HAAuHEGidjTygzGU&loadFrom=DocumentDeeplink&ts=1599.61)):

How did, how I, how I got to kind of better know my students, um,

Speaker 3 ([00:26:44](https://www.rev.com/transcript-editor/Edit?token=kOXqA7_Tr1_V2Y4zvBJJa3gSkJP0kfs8LoxbSeK2ZJ5ajLSfSzUJTlmtmKMnxqrNNkjA6k_qrtc6hcalb0GdtlRwauo&loadFrom=DocumentDeeplink&ts=1604.58)):

Like how, how, like, for example, I felt, you know, just as an example, I felt like I could, through just the questions that students were starting to ask me, right. Or ask each other as I was listening, right. While they're in group work or whatever the case is, I felt like I started to be able to use the types of questions they asked as sort of this Avenue, right. Where this conduit to, where they were sort of living at that moment.

Speaker 4 ([00:27:06](https://www.rev.com/transcript-editor/Edit?token=adpHu6Ns3TFmkLq2lJchdT5jgi55yLZwKv-1uF1xmzLpA9NCI42P9tBBBViWjSmhdIYOq-NIEUeSkfNHeMijvtbUXQY&loadFrom=DocumentDeeplink&ts=1626.59)):

I think that that is also true. My experience, I think mine was slightly different. Um, mostly because what I found out really quickly were the students who, who really had an understanding of the content and could, could play with, um, could, I mean, they could almost play with it in their mind, like the ideas like, well, if I, if I think about it this way, I can do this with this question. I really, I was able to find out very quickly the students who, um, you know, I teach a lot of advanced students, but the students who really had they, they could make, they could do school. Well, they could, they could read, well, I could write well, but they could not think, well, like they did not have a way of actually thinking. Um, and it was, it was one of the first times, and it was kind of scary, uh, for them.

Speaker 4 ([00:28:03](https://www.rev.com/transcript-editor/Edit?token=06QDSe06QXfWRb9bVMOlCRNYPZpHBJQUCAFPZwJsxcG-toZHTrZ2h2vz2qKlk2o3UUnIG1UOPOFTjtqvt0EAn4tMVCo&loadFrom=DocumentDeeplink&ts=1683.32)):

And for me, there was one of those moments where I could like actually see into like their, their pattern of thinking and be like, Oh, like, there is like, almost like there's a wall for some students. And it wasn't because they couldn't do it. They just, they hadn't done it before. Yeah. Or at least from the way that we were asking them to. And I think, again, that kind of shows back to like, well, we've been teaching kids all along that there is a right answer or, or whatever. Um, but they were responsible, uh, for the first time really having to, Oh, I have to do something. Right.

Speaker 3 ([00:28:36](https://www.rev.com/transcript-editor/Edit?token=YDiYrpn7ssxZoltame8BIDLBZ-1QaGmz1aNTBFu9l2kUn1GlS6XhnEWUUsnfFwjNUrQYgVIjrUnFLpAYPDu2Aybgo0I&loadFrom=DocumentDeeplink&ts=1716.4)):

Yeah. I, I felt, you know, it's a good point. Cause I felt like a lot of my students that's, you know, the only pushback I've ever had an inquiry are with the students. Exactly what you're talking about. Yeah. Where it's like, what's the right answer, right. What are the facts? Right. What's going to get me an a right. And it's like, well, all those things are well and good, but that might do well for you in math. Right. But that's not what social studies is about. Right, right. That you, you can't arrive at some conclusion without having had conversation about it without having tested it out, taking it for a spin. Right. Um, and having it sort of being held responsible. And I know that you and I are both big on, you know, having our students right. As a way of expressing ourselves. And I've noticed that my students really struggled and actually started to really enjoy writing for the first time, because someone was actually reading some of their stuff. Right. That, that it was like, you know, this is what you think. And it's like, well, what's the right answer. And it's like, well, how did you back it up? Right. Right. I mean, obviously there's a lot of wrong answers that could be, but as long as, as long as the evidence is there, then it becomes, okay, well you got the task done.

Speaker 4 ([00:29:42](https://www.rev.com/transcript-editor/Edit?token=pWBV13m4ZgthX1PzVUs9665ONym9c1rr8xBV4_QfpkkHCZM6OcIfAfI-CzlVY_e-APeLfpaccwwrcPZCaSv-gI700dU&loadFrom=DocumentDeeplink&ts=1782.55)):

Yeah. I, I found that I, I, I also liked, um, teaching, writing more, uh, through this process because I felt like there was a clear, like a clear path to how it actually happens. Like I used to hate, uh, teaching how to write something to students because there was always, like, I felt like there was always like some gimmick, uh, like what you, you do this, and then you, you fill this blanket and all of a sudden you've got a paragraph or you've got an essay or something like that. And I always, really, I always was really frustrated because the best writers that I knew it was always practice, but they became their own writers and it became intuitive to them. And I always felt like there was something about the IDM process or the inquiry process that was more in with how people actually think.

Speaker 4 ([00:30:33](https://www.rev.com/transcript-editor/Edit?token=H6FWq0RB-3sf5CeSjQWGS4IG6xuFAaAMG0ryuC0ACxAoydqQ81H3o_o2GYpaCz4MgAuaiaPSH9dNj_B95AidMgj0zPo&loadFrom=DocumentDeeplink&ts=1833.97)):

Yeah. And it was more intuitive to, well, I've got this question, got these, these supporting questions by answering these supportive questions. Ooh, I could, I have these new ideas. They are now they could become paragraphs if I wanted them to be. Um, and then I could, you know, almost stack them against each other. And then that would lead me to my compelling question. And for some, the first time I had actually a student kind of show that to me, they were looking at the IDM is one of the very first ones I did. It's like, those could be like paragraphs. Right. I'm like, yes, they could be. And she was like, I'm going to do that. I'm like, yeah, go ahead and do that. You'd be the Guinea pig. And she was like, okay, I will. And it, it turned out, I mean, it wasn't perfect obviously, but it was, I was like, Oh, there's something here.

Speaker 3 ([00:31:25](https://www.rev.com/transcript-editor/Edit?token=j5OTN0ujR0Mkdd-yJjGvbcm1G5-_UL2APKbYSWZQuulp6ZjirXmDaGa0OFZNKFmzEQMFNFncF2tBq9eL3ed0F7z7v-A&loadFrom=DocumentDeeplink&ts=1885.01)):

So what you're talking about there is my favorite part of the inquiry process. Right. Is that it creates a scenario in which students have space to like critique the teacher. Right. And to engage in a different kind of conversation. Yeah. Uh, because I've had students before where, you know, that initial writing process, right. It's sort of very formulaic. And then you're sort of breaking those, those formulas down, right. Like a 3.5 essay or something. Right. Um, and before, before IDM, I never had students who really challenged that it was sort of just a compliant understanding after moving to IDM to your same point. I had students willing to sort of try new things in writing that they had never done before. Right. And I remember, uh, one student in particular came to me and said, I'd really like to, to break away. I don't want to do three points.

Speaker 3 ([00:32:10](https://www.rev.com/transcript-editor/Edit?token=gULYNJ-O1hokpBmIgYqmMGrwpcoavRpyOUc_TDNSYUk_p_I4xJ3TA4tffidaOdnLEr4H5lodaEJZIJ-Co-gv6vaCxMI&loadFrom=DocumentDeeplink&ts=1930.63)):

I want to sort of do it. And this sort of, this more nebulous kind of writing, right. It was sort of this, this blend of this new stylish who was trying out and I'll, I don't know how you approach, like trying to get kids to do new things. I always just put, if kids were gonna do something new, I always had them put at the very top, like, Hey, I'm trying something new. Right. Just as a, just as a, as a reminder that, you know, cause I don't want to, you know, you don't want to dissuade these folks. Right. And you know, it, it was, it was a train wreck. Um, the second time she did it, it was the best paper of that idea. Right. Because she, she started a better figure out how to move in and out of those processes. Have, have you, have you had any train wrecks, um, and IDN like, like when you've been implementing one and it's just been, it's just train wreck.

Speaker 3 ([00:32:56](https://www.rev.com/transcript-editor/Edit?token=mAmKaPLVfc4zEljbcNG5gOAhGQNPH8BmCj8LC2WeaS7JLwlimcvAnc1rHFzxrU3ZmV1bELgg4yV-6XkAzV1nch2OJYs&loadFrom=DocumentDeeplink&ts=1976.6)):

Uh, yeah, yeah, yeah. A hundred percent. So, um, the, the very first item I did, I did with an honors U S class. Yeah. And oddly enough, that honors us became sort of that first foundational piece now, as I was transitioning that same year with government, like when we were doing it. Yeah. One of the very first ones I did, I think actually was that federalism one. Yeah. And, um, so I had, I had built in for my U S kids, um, sort of a day by day process. Right. And from my, from my government students, these are AP government and I was like, okay, so I'm going to give you guys the IDM. I'm gonna explain how it operates and then I'm gonna, I'm gonna see you in a couple of days. Yeah. Right. And, uh, what I found, uh, and actually what the students started to tell me very quickly is that they had no idea.

Speaker 3 ([00:33:45](https://www.rev.com/transcript-editor/Edit?token=tC1n34IcoKPdHNREVIeF_zicobEVBzfqPlLROJbNCqTy-Sicviexnv7s-P-dH23FGcVXbzamBCrb4pjQGrL-mkSyEJI&loadFrom=DocumentDeeplink&ts=2025.77)):

Right. Right. How to deal with this. Yeah. Th th that, by removing myself as the teacher, I had completely destroyed. Right. Any capacity to move forward. It's interesting because they, what ended up happening was that, um, what I did look at all the formative assessments, right. So they, what they would do is they would work. Right. I let them choose however, size a group. They wanted individual, what are the cases again, I tried to be as, as open, as possible to sort of see what would happen. And it turns out when you do that, it's a disaster. And, and, and what happened is that the students said, well, you're giving us feedback on this, but we don't have any context. There was no sort of, I don't want to say that it was a gatekeeper, but I was sort of the guy who sort of says, Oh, I have maybe if you guys thought about this, right.

Speaker 3 ([00:34:29](https://www.rev.com/transcript-editor/Edit?token=KxfZ5KNwHpL0_CB-XT4NMkmxBdX0KBV6bMM3UIP166rzKegn_4bcmeg4vhm-4T0vFBtUm9QSvFTdBfgbBRVhpBoCums&loadFrom=DocumentDeeplink&ts=2069.66)):

And they had not built up a stamina or a, um, a confidence maybe that, that, where they were going was correct. And so the second guessing became just out of this world and everybody then panicked and went to the most obvious answer. Yeah. Right. Whereas I could help them guide through, I can continue to prod and encourage sort of this positive deviation. Right. But by just throwing it, the kids, uh, it turns out that you do need a teacher facilitator because that was an absolute train wreck. Well, I feel like one of the things that I've noticed, and this has been, this has been kind of the happy byproduct is that my role as a teacher has changed, I wouldn't say dramatically, but it's changed kind of in, it's what I'm looking at, what I'm looking for, what I'm focused on. And like you said, the word context I've, um, I've often like in the past paid lip service to like that while the teacher is the facilitator there, the context builder. And in reality, we were really just like the spin feeder. Um, we were none of those things, right. I mean, we may, I remember thinking you, you, you might do a simulation or something like that. And

Speaker 4 ([00:35:37](https://www.rev.com/transcript-editor/Edit?token=w97lU-j1_1oSXXjVB1yftqrB8ui5dEut031BJ6t3wKKU2PEjjayIjZMJzTBisrPgAoUEfdmsfLq2FjpHOQR0mQ7YeZA&loadFrom=DocumentDeeplink&ts=2137.98)):

Then, but then at the end you'd be like, and here's all the ideas you should have learned from the simulation. Right. Just in case, just let me prove my own just in case. But what I've found is doing, having the structure of IDM has freed me up to be an actual context builder. And this past year, I, with some of my students or some of my classes, I was able to say, I would actually label it, like, all right, we're doing, this is context day. And I'm going to be doing a lot more direct instruction because you're going to need to know these things when we get into the weeds. And so when we get back into, like, when we get into the weeds and all the questions come out, remember like, these are the things that we know already. And I, and I, and I stopped trying to make myself like the most amazing constructivist teacher where all the truth just kind of just came out of nowhere.

Speaker 4 ([00:36:24](https://www.rev.com/transcript-editor/Edit?token=iJ-gyWJUWNJk13ey9aPGfj2VRJ2jbkkQIqbOnISjyGJNsSXkgaw_ANilOpQjOkCEAZeHUh8rlWgqbOg8GiCL-V2y7-8&loadFrom=DocumentDeeplink&ts=2184.9)):

And I said, you know what, for them to do this thing, that's really important. They're going to need this guidance. And so it, it made my job easier in that I could focus on what structures do they need, what structures do they don't need? Um, it, it, it kind of laser focused the content of like, what do I want to spend the most time on versus what I, what I don't. And so for me has always been a little bit scatterbrained, uh, when it's come to that, it's given me just a little bit more like, Oh, it gives me focus. Um, and so it's changed how, how I approach even curriculum writing and, and how I interact with my students. Um, the worst IDM experience I've ever had. It didn't quite break down that, that way. But I had a student, we were doing the one, the constitution, one, the just government, which is one of my favorites.

Speaker 4 ([00:37:20](https://www.rev.com/transcript-editor/Edit?token=yX8ARZIb5ZPYppUHSey86NbJIsjvEUX0D15GRYILnhyQYZc_L4ynIcgOlgN7i0YLNllhLDFE8AetCYhIan2Bq3iWTYQ&loadFrom=DocumentDeeplink&ts=2240.13)):

Like, it's just, it's really good. It carries all the way through. I was doing it with us history class. And we started started our, um, like one of our units with it and about, I don't know, seven days later I had a student who was like, wow. Um, so I've never taken seven days to write a DBQ before mr. Lewis. And I was like, like right in front of everybody. And I was like, number one, I was like, alright, number one, he thinks this is a DBQ. Yeah. And then number two, you're right. I had blacked out, you know, four days. And we were like on supporting question three, it was like day seven. And it was just kind of like, you know, we sat, I salvage things. We've got things out of it. Kids had answers to questions and it worked, but it was just kind of like, we stretch this thing out so far because I had tried to micromanage every single thing that they did. Um, and all of a sudden it was like, they didn't know, they knew stuff, but there was just, it was just kinda like we just threw through stuff and hope that stuck to the wall or something like that. You know, it's funny you say that because, um, when, when teachers, especially a young teachers, right. Cause you know, they're, they're, they're trying to figure out how to do this. Uh, they asked me sort of like, what do I think

Speaker 3 ([00:38:36](https://www.rev.com/transcript-editor/Edit?token=MDf7FJcS_GpZIMR4z8z9KWCXwHUqf4q8tGdqjSavk3Bw2xNdH5mUStE_z0xp6Hfz5bpBk37A-RqrOoIqHfi0S3HwUDE&loadFrom=DocumentDeeplink&ts=2316.04)):

About with inquiry? And my answer is always the same time. Yeah. It's all about time, right? Like how much time do you need to really give off, you know, a question it's time of day, how much time do you need to look at sources? How much time do you need to have a discussion, right. Yeah. And obviously these, you know, you start to sort of notice these patterns. Right? Of like, for example, I always try to give my students like whatever size group it is, then everybody gets one minute per person, the group. So if there's four people in the group, then you have to have at least four minutes for discussion. Sure. To provide that, that equity, if it, if it's a whole class discussion, it needs to be at least 30 minutes. Right now those are things that I saw over time with obvious, you know, deviations from that. Yeah. But all I do is think about time, you know, how long, how long do I want to spend on this? And by doing that, it allows me to either go into the weeds. If I want to go into the allow students to go in the weeds, if they want to, um, or just sort of be like, look, the goal of today is to answer this question, not to squeeze out every minutiae of this, that, that ultimately the source doesn't matter so long as it's able to answer the question.

Speaker 4 ([00:39:38](https://www.rev.com/transcript-editor/Edit?token=5HVJ6m26VKMBjyzUkGv5LJOjLsigEDVvF7nvO-R1QqhP0Ss2S2KjaXkkNM2c8QqP4WpAqDWejs4gfNHqr7l4IeXFa3c&loadFrom=DocumentDeeplink&ts=2378.45)):

Right. Sometimes it, sometimes we spend time on the source because it does matter. That's exactly right. And then sometimes we're just moving through. I, you know, I remember talking to you that first year that we had linked up and I said, cause you, you were on a, like a seven period day or something like that at your school. And that was on an alternating block. And so very quickly I realized our schedules were, we were never in the same spot, but I was like, how much do you actually like get up and teach? And you said, you tried to like, I forget what percentage you say it was like 20% or 20 minutes. You only, you stopped yourself after 20.

Speaker 3 ([00:40:12](https://www.rev.com/transcript-editor/Edit?token=6grllvURKs0JPn491vcbVRcO8QAoHoNFUkp_xQD2-HAq3oKpZZXapBMknYiIoCQQkeGGOHg_FOfxLFttEUhbyz59BQQ&loadFrom=DocumentDeeplink&ts=2412.36)):

Yeah. It was a, so whenever I'd tell my administrators, because again, a time, right. Because if I'm sucking up time, it's not time for it. Right, right. It's direct instruction. So anytime that administrator come in and I would always say, you know, like timing, it should be 50%. Like that's going to be the goal. And that includes me giving instruction, me, me facilitating one of the cases. But that ultimately the goal is to road that over time. Right. That if I could only spend 20 minutes, right, right. Out of a 60 minutes, that's only a third of the time. Right. Right. But even if I finally got to myself where if let's say that something goes awry, right. The students really lose themselves and a source or whatever happens. I would set a timer for eight minutes and if I can get it done in eight minutes, then I've planned to poorly that day. Yeah. Right. To try to get them up to speed, because what should have happened at that point, if I'm having to do like an emergency eight minutes, it means that something's gone awry. Right. Because it's been surfaced. If I can't be surgical with my instruction at that point, right. Then I'm going to have to plan a different day. Yeah. Right. That was the earliest. That was always the goal.

Speaker 4 ([00:41:14](https://www.rev.com/transcript-editor/Edit?token=Vil8n0j1kyPscGmTDEhTqdttaYGGfwRD9Q84g4t4MK8dEyuZI1mVHAzArxP5ev3fO1AlckDFAH7UPLnQVuzkO3ZlfcA&loadFrom=DocumentDeeplink&ts=2474.58)):

Well, and then the other side of the other side of this too, that I've, I've kind of a happy byproduct too, was I found out how much that I was not giving space for students to think about their stuff out loud. And cause the reason why I asked you that I remember asking that question because I remember looking at your outlines online and thinking, wow, he's got discussion a lot here or whatever. Um, and like I think last year, the last two years, I've been trying to add more time for discussion. And I remember thinking the first year I made that my goal, um, I, I totally would. Um, I, I tried to do too much. And then this past year I was like, now we're going to end every unit that we do an IDM and we're just going to be discussing the compelling question. And we're going to give space whether it was like a Socratic thing or small group or whatever. And it got to the point, it was really nice because the students that probably were not great students, that was their favorite time

Speaker 3 ([00:42:11](https://www.rev.com/transcript-editor/Edit?token=_XYB_foGilq2Pg2icpqJuW3n54qrZniXDmjid6HEhRWQZ4mGx7RWtBFztdnahrtEvtVVRMvn2o1vY_eZ4BUMUlLAUlY&loadFrom=DocumentDeeplink&ts=2531.92)):

Dude. Like I, you know, I, we never talked about this, but that's the, especially the extension of the IDM that became for me, like a way of sort of almost sort of, um, having like a Socratic seminar before. Right. They actually do the argument. Right. So that yes, you could, you could actually surface the different claims that could be made sources that, that students could do that. And so it became sort of this cathartic experience by the entire class. Yeah. Right. That we're sort of all in this together, even though we're gonna, we're going to go our separate ways. Yeah. Let's all meet at the corral and sort of talk about some of it.

Speaker 4 ([00:42:44](https://www.rev.com/transcript-editor/Edit?token=c5A4dA2pbSgNsj3ySi9gewW_jriSu4Y4sOGg2T_qT1EjWFIzw-o6zoFslO80X5GKGAE-k7cJv-DkCYhZJVtlMVb2DgU&loadFrom=DocumentDeeplink&ts=2564.38)):

Yeah. These are, these are the, this is basically for a lot of the students, it was like, this is what I've been thinking about. And for them, it became really safe for them to talk about it because they knew that everybody else was also struggling with the same question. Um, and they knew that somebody else's like they, and they know by, by then they know the structure of compelling question. They know that if I have this answer, that means that somebody else is going to have almost a diametrically opposite answer to it. And so it was almost like a curiosity thing. Cause they're, cause they're with their, you know, I tend to keep kids in the same groups for a while. And so, uh, when, when they're working together and so, um, a lot of times they would want to know what's the other group thinking what's, so-and-so my friend, what are they thinking? Or that one, that one kid who always has an opinion about everything, what are they thinking? And so I, I was, we lost a lot of, um, uh, instructional time this year. Not just because of outside factors, but, but it was worth it to take a day or two to take half a class period of three, four. So they just say, we're just gonna discuss the Compellent question.

Speaker 3 ([00:43:52](https://www.rev.com/transcript-editor/Edit?token=nGk6xgp66XIPNWh8iP1s6Z7bSq2bGY6Vg4VcV9kjqU6zBX5-3OMacg64fcJTsnwUvx_PH5nTCeuXlK4xuRmGDa5g_0Q&loadFrom=DocumentDeeplink&ts=2632.88)):

Yeah. Well see, I, so I seen that, that not as a, as a loss of instruction, right. That becomes like you just said, it becomes the favorite because it's, it's, there's no instruction there for you. It's the kids sort of, you know, trying to try to, you know, it's kinda like what we did on Saturdays, a UK, right. Where you're you got a problem in mind, we're trying to solve this thing. We recognize we're better together than we are apart. Right. We, we all coming in these different perspectives and so on. And we're trying to, you know, even though you're going to go back in your classroom and do things completely different, right. We have a different teaching style right inside of the class, but that's okay. Like, ultimately that didn't matter, right?

Speaker 4 ([00:44:25](https://www.rev.com/transcript-editor/Edit?token=QvECKElHTl4KgbUdvHpSyjpOj-r2V4mobRnqs-B99Wky3JxTuAioVl4TvJaPx_mYM_8Af42cQKuhKDRa_hLd2g5AMUg&loadFrom=DocumentDeeplink&ts=2665.48)):

No, I don't think it mattered. And I think, um, that year I had a student teacher who was, um, who was one of the first years that the, the, the grad program at UK was, was doing inquiry. Um, and he, uh, he was working out some of these things for himself. He was sitting in on one of the classes that we were in. So he knew you. And he knew me and he knew our classes were linked. And one of his questions was so much of like, you guys are temperamentally, just different people. How do you make inquiry work? And he's like, and my response to him was like, well, you just, you just do, because you can't, I can't teach like Ryan knew cause I'm not Ryan knew. Right. Um, and why, why would I try to do, I mean, I can take inspiration and I can do the things I can try things that he does, but very, like very early on, I told him, I said, very early on, you're going to realize that you can't be other people to your students.

Speaker 4 ([00:45:23](https://www.rev.com/transcript-editor/Edit?token=plFWjhcUmHTcdNpOl5yrb0bWIGY17aeePnFT32SAA_3dlryW_63UP7aWyB0cpd-Fg0mHofR3f75LDfxX7R2XFgopNwk&loadFrom=DocumentDeeplink&ts=2723.16)):

And that's one of the, like the beauty of inquiry for me. I think a lot of people look at the blueprint and they say like, well, I have to be just like that. To me, it's freeing because it's like, I know at the end of the day I have to answer these questions and I can do it how I need to. And if I want to do it in a simulation, or if I want everybody to read through every single source by themselves, they can do it. And if they want to walk through every single one as an entire class and they want to popcorn, read it. And they like whatever, like I, that was one of the most, um, freeing moments for me as an educator. So I, that was one of those other moments too early on, because there were times when we were doing that, like, Oh man, I don't know if Ryan knew we do this. This is not going to be good. Uh, but then at very early on, I was like, it doesn't matter. Like you just, you just do it because, um, you, you know, your students and, you know, what's best for them.

Speaker 3 ([00:46:15](https://www.rev.com/transcript-editor/Edit?token=gi897syAJHR9tfeadFo2u7twUfaZ_YvLPWZoLb0vMON6jGCvqp-D-jNQO-QJ_bn1jiZqaq9rggYr8QbgUyrqKilV5Mg&loadFrom=DocumentDeeplink&ts=2775.06)):

Yeah. Well, um, you're assuming that I knew what I was doing. Right. I, I will say that, um, over, you had done it before, so the assumption is, well, he knows what he's doing is right. That's right. Um, yeah, it's, it's, it's really interesting. You hear this analogy a lot, right? Um, where you just sort of building the plane as you fly. Uh, I really actually don't like this analogy at all. Right? Because sometimes it gets applied to inquiry where it's like, cause it implies, you don't know where you're going. Right, right. Or that actually, I don't even know what the analogy implies. It's kind of a dumb analogy in a lot of ways. Um, but it gets into this, this, this, this notion that you're in an incomplete product. Right. But what it does to me is it values the product over the process.

Speaker 3 ([00:46:58](https://www.rev.com/transcript-editor/Edit?token=9Xj6ok-jXSahPlWKnI6BWZHdlLTuCoe7srRNycv6vRYUcpxWTFvOpRHz-_VcqTA6xCl4mBoJZ1V-Nuzj8FTztIkjPm8&loadFrom=DocumentDeeplink&ts=2818.23)):

Right. There's no reason to ever build a plane while you're flying it. You build the, if the process is sound, then the plane will fly. Yeah. Right. If, if, if you have a situation with a curriculum, right. If you build it, you know, well enough, then it's going to lead you in or lead the students to their own sort of conclusions. Right. Yeah. Um, it's funny. I don't know if you've got any of this. Um, this is actually kind of funny. So there's, there's um, not just with white students, but what happens as this starts to build into their lives. Yeah. I don't know if you've seen any carry over effect inquiry, right. With other students. I two quick stories. So one, um, one is that, uh, uh, and this is what I tell C teachers now that you, you can tell when you're doing inquiry well, where it gets in their mind, it gets under their skin and becomes the way they think.

Speaker 3 ([00:47:46](https://www.rev.com/transcript-editor/Edit?token=6-KnJ47tmcA8imWzBk9MReW4EFC1SFMT9veTmXOrLfSaQ9hL_H-3uxqaktOi1YbB_fCYPrvg5asEEetyPKRlmnez6us&loadFrom=DocumentDeeplink&ts=2866.24)):

So the student comes in and she says, you know, mr. New, uh, you got me in trouble last night, which means that I'm going to get a phone call. And, uh, what had happened was that she and her mother had gotten into this major argument. Right. And that evidently, um, her mom was making some point and the students said, well, mom, that's great, but where did you get your evidence? Right. And so when I talked to the mom later on, I said, look, I get it as a parent. I would be furious in that situation. Right. But you really have to appreciate the transfer task of what's going on. You take that story and juxtapose it to the other story, which is, um, uh, I don't know if you've gotten any of this, but a lot of, a lot of parents and some of the community members because of inquiry, because it's so foreign to their experience somehow have made it seem as though I'm brainwashing students or that, that I'm leading them down some kind of weird path. Right. Yeah. Right. That, that, that what you teach is somehow, you know, better than how you teach it. Right. I don't know if you've gotten any of those kinds of interesting, you know,

Speaker 4 ([00:48:54](https://www.rev.com/transcript-editor/Edit?token=t6XFMA2jCaVF3shI94QYa9XE_2AYj_yzVnaV0nzIrbIOoxVDF85U_AnBgeILV2nKmRSm9CF2j7wtzaLl7unlmxA2oxY&loadFrom=DocumentDeeplink&ts=2934.65)):

I've gotten, I haven't had a lot of, I haven't had a lot of negative feedback, but I have had a lot of confusion. I have, I've had, I've had confusion from parents before, um, I've gotten, and it may, it may have maybe it was coming from a negative place and they just wrote a really nice email to me. Uh, but I have had a lot of confusion. Um, w they'll they'll say things like, what do you mean by the compelling question? Like, what is a supporting question? What do you mean? Um, my student might, you know, my son or daughter, whoever is asking why I have to do this for homework. And they are just, there's a, there's a foreignness to it. And I guess, because, because it has a label and it does mean something very specific. Um, I, you know, the funniest thing that I've gotten is at least from, from students, it's mostly from students and not from parents as much.

Speaker 4 ([00:49:43](https://www.rev.com/transcript-editor/Edit?token=jIBtM5hh_SPzZ_r8tSHOv33gRmm0OKOm-LGOwn8MGw7oVs2F607kKfu0D-x_iB6gXe-15l3aqTNTvrH0IH2URSEwehI&loadFrom=DocumentDeeplink&ts=2983.73)):

Um, and I think I've shared some of these with you or all the, uh, the jokes about claim making, because, because after a while becomes so central yeah. That's what you do. This is what you do. Right. And so there's this entire, like, like for my students, I can tell it's working when they start to make jokes about it. Right. When I say, okay, guys, we're getting ready to, to make a claim. Like, that's what we're gonna do. We're gonna answer the supporting question with the claim. And I'm like, actually, yes. So go ahead and do it. Um, you know, and so I've gotten memes that kids make for me, uh, I need to, I need to show them, I've gotten memes. Uh, I've gotten running jokes. Um, and so to me, that's like, I know deep down there is something that's happening, like inside their brains.

Speaker 4 ([00:50:28](https://www.rev.com/transcript-editor/Edit?token=Jx2_7poMlxcIT4g8uj3dikfHZPZUqJCkle-Ul3Id4iBoHrbgOHpoHr_XOKZWmdzEKgMvrfVdTZSx9XO9WW9rr63U2_8&loadFrom=DocumentDeeplink&ts=3028.79)):

They're starting to think that way. Um, and I've gotten, I've gotten a lot of questions from students, genuine names aside, but a lot of students who like, why are you so obsessed with this claim making stuff? Why are you so obsessed with these compelling question things? Right. Um, and I said, because I said, ultimately like, that's, that's kind of what we do and whether you like it or not, that's kind of what you do every day without thinking about it. Yeah. Um, and I would say something my very limited knowledge of something else. Uh, I would say, you know, what, what do you think about the book you're reading in English? Well, I think blah, blah, blah. I'm like why? And they'll say, well, because I don't like the character and they do that. It's like, Oh, claim evidence.

Speaker 3 ([00:51:12](https://www.rev.com/transcript-editor/Edit?token=tq28TsnPLh7ob4hYmjFaPxMsLg92V7gLrkB8a0OM9Zmbct1aFETmyTgncIcJD1Su_izgLN1scSasDsGCImjN9RKwM4k&loadFrom=DocumentDeeplink&ts=3072.59)):

And we'll just like, and we're moving and we're moving on. Right. I liked that you doubled down in this situation,

Speaker 4 ([00:51:18](https://www.rev.com/transcript-editor/Edit?token=npjRNqa52a0SYlqQ3ERHiDbH93sawXNdWy6UfWYg04atohlfacVGCc9emX4M1AdvpyskJKzUJ91BrIDvXeHkuNZHNBk&loadFrom=DocumentDeeplink&ts=3078.15)):

Wait for it. And then, uh, and then like, and there's just kind of like, you know, one of those moments, but for a lot of students, that process, I think helps them because it's a simple process. But once they understand like, Oh, I understand this is what a claim is. I know what a supporting question is supposed to do. It frees them up a little bit.

Speaker 3 ([00:51:37](https://www.rev.com/transcript-editor/Edit?token=yP6HGPDmf6TotuBB9xEl4CW1IHwzae7gIhKNIj_bbAJdaGrY1-6V3nFo0Ic7_wYxCutTkWG6jnX8UdDenQNcxGmrwZ4&loadFrom=DocumentDeeplink&ts=3097.91)):

Well, and it's also exhausting for them right there. It takes a long time to sort of, you know, re you know, rebuild those students. I remember, um, there was this book I was reading. It said, you know, if you walk into a, you walk into a music class yeah. You expect to hear music. Or if you go into art, do you expect to see art? If you go into chemistry, you know, you expect to see some kind of demonstration experimental. And what do you expect to see when you walk into social studies? That's a great question. Right. And ultimately the answer should be democracy. Right. Right. And what are you doing democracy? Right. You're making claims, you're taking action. You're having discussion. Right. You're digging into questions. Right. These are the literally the free exchange of ideas. Right. Um, and that, that concept, I mean, you, you talk about the bastardization of social studies. We're just introducing the idea that we should have questions, tasks, and sources is so foreign to the mind. It's difficult to grasp it. Yeah.

Speaker 4 ([00:52:29](https://www.rev.com/transcript-editor/Edit?token=E82Kt7KhcDn_7AdoI8-lxjqLa3Ei08L39YNp9l6btPQhHG3lD7zIib4O3QOUd9Fg4hfyn0JXG6r3ZwasBq2J2fjr500&loadFrom=DocumentDeeplink&ts=3149.68)):

Yeah. And it's, um, you said it's exhausting. I had a student, I had this one student for three out of her four years, um, in high school for various reasons. She was in my elective. And then, um, and she was one of the students. I had this little handful of students that saw me, like pre doing inquiry. And then by the time they were juniors and seniors had seen it. And I had once too, he didn't like it. Um, and he said, he's like, what happened? Like what happened to you? And I was like, what do you, what do you mean? He's like, I was like, we didn't do this my freshman year. He was a senior by now. I was like, you go to like some like weekend conference or something like that. We can, we can seminar like a weekend seminar, like a workshop.

Speaker 4 ([00:53:09](https://www.rev.com/transcript-editor/Edit?token=wOVY_7yns6JQChMWZLaKbxT3cnlK3skgwrRA0bQUlvPzOJbDWIaMYMpyxUF_2qqJmJ35yuGgfsjYFJpOHYYqM4XbK-8&loadFrom=DocumentDeeplink&ts=3189.08)):

I said, and I looked at him and I was kind of like, you could say that, like, I was like, sure, that's what we did. And because I had put up, we were starting a unit, it was my European history class. And I had to put together this inquiry of super happy about, and I was like, it's going to be cool. And I, one student, this other student who had the same class and she goes, Oh, I said, what's wrong? And she was like, Oh, are we doing an inquiry? And I said, yes, yes we are. And I said, you do these so much. It's like, there's so much work. And this was like, you know, one of the students, like top of her class. And, but she understood like, there's work. Yeah. We're getting ready to embark on something like there's work involved. Yeah.

Speaker 4 ([00:53:51](https://www.rev.com/transcript-editor/Edit?token=MtS2kR9hlqu_Y7xszCYVpseO5Fdy2sc0fuQNjGgX7e-SsFQYjJjHLMgar4-YDmEhGAkTeLdNOc2wlIz2WhpI08KrZb0&loadFrom=DocumentDeeplink&ts=3231.6)):

It's transformative. Yeah. And, um, I think with that inquiry, we only did, we did the, it was for supporting questions. And I think for the final thing, I had them end up just writing an introduction and a thesis statement as part of their assessment, as the final argument, we didn't have time to, you know, write a full paper or do anything like that. But we had a discussion and we did that. And I remember reading them and thinking like, it was a lot of work, but man, they were fine. They were just fantastic. Yeah. Like even just the writing and introduction and their arguments were just so thoughtful. Um, that I was, it just, it was at one of those moments where I was like, is this worth it? Because it is a lot of work. And then I was like, yes, it is. It's worth it.

Speaker 4 ([00:54:35](https://www.rev.com/transcript-editor/Edit?token=QhZy6IhYy29G5K4SLEcegLtiB9BPtOB034vZIUrjt25-qnH0Ddgfbb0ahtvvYLZxR3GnjBRg7x5cI1U3Yuca2fcjAQM&loadFrom=DocumentDeeplink&ts=3275.7)):

If this is the end product, all of this is worth it. I mean, what's the alternative diorama's trip. Yeah. I mean, I like arts and crafts time during social studies. Well, let's save democracy with diorama's. Right. Well, I think the alternative to is, is also test corrections and yeah. What did you get for answer five? Yeah. Or, and, you know, and there's nothing wrong against, you know, multiple choice as a, an assessment piece, but there is nothing, there's nothing more satisfying to me than seeing a student wrestle with the question or claim and they come up with something and it's something that I haven't even thought of. Like, Ooh, I didn't even answer. I didn't even think about answering it this way. Um, this is kind of as, just as we were, we've been doing all this NTI work during this, um, in st. Quarantine.

Speaker 4 ([00:55:32](https://www.rev.com/transcript-editor/Edit?token=F86Lyf1e07u3xnr1Ig6tWrTlTqIzP_cm9iVMHDjsFASexbsHIRtnWZvbUdfzFVq-okzVwcin4QG1NJS0fjkubCI8eiQ&loadFrom=DocumentDeeplink&ts=3332.55)):

And a lot of our work is online. I was sitting there grading these claims and a lot of them, I was just kind of cycling through them and I was like, okay, you have all these elements. Good. And there was this one student. I mean, uh, my wife laughed at me cause she was on the couch and I was sitting in the chair and I like, I like fist bump the air. Like, it's just, what was that? I was like, yes. It's like, what are you doing? I was like, this kid has been struggling all year long to write a thesis statement, let alone a claim. And she like, I mean, it just blew it out of the water. And it was like one of those moments, I was like, she was like, she was like, okay, like nothing, just something to go back to my, well, you don't work here. But, but to that point, I used to tell my students that, um, you know, the hardest thing or even teachers now the hardest thing intellectually that students are going to do each day is to write a

Speaker 3 ([00:56:24](https://www.rev.com/transcript-editor/Edit?token=cc_QPZrS3FoW_hCRBZ-yETA34HZOVoURjaOoJBewFtrxRR3hLhCXrmcdHdEUUMav1n-gq9U4n2sZ-xcj3Ne81ZsrAnI&loadFrom=DocumentDeeplink&ts=3384.04)):

Coherent sentence. Yeah. Right. Because they're having to distill down all of this information and how they feel about it. Yeah. And then put it into words. Right. Which is not a real natural. We pretend this is a natural process. It's not right. Right. Um, but, but transforming it from, you know, the sort of word salad that most students sort of, you know, throw at you, right. Sort of this intellectually lazy approach of just here's everything I know mr. Lewis about this thing now, now, now move through it. Right. It becomes this. How do I very concisely and clearly articulate my idea about this thing. And when a kid does it, right. It's like this sort of magical moment where you want to, like, in our mind, in our class, I'm not a very sort of hokey person or at least I don't think I am.

Speaker 3 ([00:57:07](https://www.rev.com/transcript-editor/Edit?token=5Rep1jXjWqDJyd-3yCrXcVXLnPooM5zOlgkWGbOcxeJoVmOJhiElGnHqT4d3Qp535aas4DCsEXFbAV1RX4HHIsyx4ZY&loadFrom=DocumentDeeplink&ts=3427.45)):

Right. But we would actually clap. Right. We would have, the students would actually clap for a good sentence. And we were always convinced that when you hear a good sentence, that just sort of this, you know, just to nerd out with you a little bit here, it's a very beautiful thing. Yeah. Right. When it's like, okay, so this student coming in, couldn't even, didn't even know like how to, how to structure thing. And now they're, they're making me think and things in different ways. And I can't wait to, you know, I'm sure you hated not being in the classroom, the students to be able to go, because this is something else that inquiry allows you to do because of that divergence is to be able to sort of, you know, sort of lift a student up and their thinking right. Where everybody's getting number five.

Speaker 3 ([00:57:44](https://www.rev.com/transcript-editor/Edit?token=LQvXXZYTmr6o_bPajuwqFELu50TiXTiX2ZN0mVwFRoQ407KGnFElgLqM9S33An3refXfTC3b5Vy-5_UZRFhnOCT-7-Q&loadFrom=DocumentDeeplink&ts=3464.68)):

Right. Nobody gets lifted up. Right. It's like, we've hit the bare bottom. Oh, we all got, you know, good job number five. But now it's like, man, look at what could, how they orchestrated this or look at the language that they're using or what can, how they paired these two sources together. Did anybody else see this? Right. Right. And suddenly that student feels like a million dollars. I want one of my favorite experiences was, um, I don't know if you have this same sort of thing. I'm sure you do a standing, um, standing element of my class was if you don't think the question is correct, let's change it. And it happened a lot right. Where we're in a class and there was no more satisfying thing. And in the middle of the class, me walking over to my computer, right. As we're looking at sort of the question right up on the board and me changing it to a student question. Right. Um, and then thinking about, okay, well, how do we then re shift our thinking in the sources that we used and how this fits into the other questions that we're using to build to the compelling, right. Yeah. I don't know. But there was just a way that inquiry allows you to sort of, you know, really honor this very authentic intellectual thinking the kids are doing right. Which is difficult to produce and scary for them in a lot of ways too. It's very scary.

Speaker 2 ([00:58:54](https://www.rev.com/transcript-editor/Edit?token=OAhb1Mf8V1hV4n7-WPxk8czveiWFWKZmBhvk2Ifa8ATuV2ElPv0oSRpDOD6Er27JTNWPzj3eOsTt90motPRPYKIUFzI&loadFrom=DocumentDeeplink&ts=3534.94)):

Cut. Um,

Speaker 3 ([00:58:58](https://www.rev.com/transcript-editor/Edit?token=T1d_pAlhpm1JGVYy3eO50Gz-nzsG_B6SVR6xZHDvI3Kz7S83yX1Q23hlm20ZkNJm4acrRCvUOVDAyH0lZgY266-AC3I&loadFrom=DocumentDeeplink&ts=3538.06)):

I was getting ready to squeeze in one of your other things. Okay. Sweet. That was your kid. You want to know, like, what was your favorite like favorite inquiry stuff? Right.

Speaker 2 ([00:59:06](https://www.rev.com/transcript-editor/Edit?token=BGpfIaX30SRsBaTAoibgh4htJA0ZVae1MMolMin0SvdspFZSDktY47d88Crcbuc6u8rIdNUfxoREg2Vml3iTldKikXI&loadFrom=DocumentDeeplink&ts=3546.76)):

Well, let's what I want to do is I want to give you guys a break a second and to come up for air and even to walk outside to get some air and then come back in. I want you to tell that story, Ron, and then I want to shift gears because what I need you, we have tons of, I mean, it was unbelievable. You just, you guys did exactly what I mean. I was just taking off all my prompts as you guys were ready. So it was good. Um, I mean, it was more than good. It was great. Um, and if any time I thought I'd stepped in and you said something even greater. So I was like, Oh my God, it's perfect opening, perfect. Whatever. So I feel good. Just, I think we feel good about sort of look and the feel and sort of the composition and, um, just the naturalness of it. Um, I do need to shift gears because I need you, I feel like we have the front end, we need the backend, which is about working in your district. And so I just need to shoot you around that.

Speaker 2 ([01:00:44](https://www.rev.com/transcript-editor/Edit?token=Qhrtya2rZ0-yWB1-XznyNxxkuzAEd0I7PE4tHD5INdiOAWI8ARqaE4FEmmgQgNkf4IlyY9r7z-OAXM33AKwdH4MOOVA&loadFrom=DocumentDeeplink&ts=3644.76)):

See this falling down. Let's focus. I'm going to try and keep this.

Speaker 4 ([01:00:53](https://www.rev.com/transcript-editor/Edit?token=64gftY8ThfKCGiBDijURyDOVa7jmw8uW4nW96KfgzzECcvrb5ecRTRAs_f6fvrg8zFAXoG0AorhNh8-T57gvZjLw_SY&loadFrom=DocumentDeeplink&ts=3653.45)):

This is difficult. 30 minutes.

Speaker 6 ([01:00:57](https://www.rev.com/transcript-editor/Edit?token=sF0H43aEie63P_fONFp3EQ5Jdfl_JGbl2YiLUqtrF3ZWLry1-hIkZ9NkFyYRtL0JdH2BXytvnxCqKhoGTGTbVTtxJnc&loadFrom=DocumentDeeplink&ts=3657.96)):

[inaudible]

Speaker 2 ([01:01:21](https://www.rev.com/transcript-editor/Edit?token=mAF2Z9Gbl_0bBo7Iq95iu3o4xVRhd_yMfJaGckNzUGm8PF4_4XzLEUgMphWwOtMiN9t6NZTXJojRxoewQQb0kQBB008&loadFrom=DocumentDeeplink&ts=3681.69)):

Democracy and inquiry go.

Speaker 6 ([01:01:24](https://www.rev.com/transcript-editor/Edit?token=G10CJJ2AubD_NwUlAjm5mJCGNUvzVJDzPfk_30uVrZBvuGxr9uhd1qZTZDej-cfRJvLj3sdvx5bysBw4NZcbLvsVudE&loadFrom=DocumentDeeplink&ts=3684.87)):

[inaudible]

Speaker 4 ([01:01:30](https://www.rev.com/transcript-editor/Edit?token=8sUUZ5nNka10xiJm48VyPVLam7OZhWomfqIBuxfe07owCQ9iqpgZ-niAnMzRKywND_iEwhD450oNlTNDE2wr09a_uIE&loadFrom=DocumentDeeplink&ts=3690.64)):

Oh, okay. I was like, I don't hear, I don't hear the air conditioner. Yeah.

Speaker 6 ([01:01:34](https://www.rev.com/transcript-editor/Edit?token=FtR6st2SIZdAHdVqjtH0YM87bNB5l_oRE4awP907Ms3bIb_cfArK70F3gW9N1YjTPiuSbCOtV5I_GY4PwKrvoRu3PFo&loadFrom=DocumentDeeplink&ts=3694.59)):

[inaudible] do you want to go for me? No, you go first.

Speaker 4 ([01:01:55](https://www.rev.com/transcript-editor/Edit?token=s_OEAxWsRYfWoUOHxpaxXIC8UalKdNYeS8M07A1T6hrczCki5VzWDyFSd7uyXGY1ovgi9OHOPKo94TYiz9-n0fmTwcg&loadFrom=DocumentDeeplink&ts=3715.75)):

So Ryan, how have you been using inquiry to better the idea of democracy in your class? Um, and so when I think of things like democracy and inquiry, I kind of think of it from like two different perspectives. I think that inquiry in itself is to some extent, inherently democratic, um, in the sense that students are having to bring their own ideas to the table. They're wrestling with ideas, oftentimes competing, um, opinions. Um, and I think really what that does is create a democratic like environment for students. I think it also, I teach a lot of civics type courses. I think it opens the door to having conversations about democracy as, as content. Um, we started off in my government class this year asking the compelling, like a year compelling question at the Matic. One on, you know, um, is, uh, is American democracy in danger. Um, and so it was a great way of bringing focus to something that oftentimes we just assume exists, democracy exists, whatever. Um, so I think it allows you to approach content that we think that everybody should know about and kind of, you know, muddy the waters a little bit, but also think it's, it is as a process it's also democratic.

Speaker 3 ([01:03:30](https://www.rev.com/transcript-editor/Edit?token=OWkSGAclz-zAM7mPLP1LkqqEyMX5vTb7Xe1_6fVc2_8tbo-vUq0uMbz29VfHO7mrKTpvUiuJbT7-cd-Q-10ZUQCmegQ&loadFrom=DocumentDeeplink&ts=3810.5)):

So I, uh, I tried to bring in, um, some of these civic dispositions into our curriculum and sort of operation. So there's, there's these larger, compelling questions that exist throughout the year. And the question is there's only two real ways of, I think intertwining them. One is as you've done this larger compelling question that each other compelling question builds into the other way that we're going to try to new way is through civic disposition, right. In the idea that everything we do is to your point, super democratic I've I've, I've led some professional development where I'll ask folks like what's necessary to have a strong democracy and the list out, all these things that are just beautiful things. Yeah. Right. Um, and then I say, well, where do you make space for those in your class? And largely it's nowhere. Right? So whatever it is that we're supposed to be doing right now, we're not doing it.

Speaker 3 ([01:04:23](https://www.rev.com/transcript-editor/Edit?token=cUtl0_ESRw1COEE6ty4H8RkrHNePbDsO1S8tarlli3iitc3Fxu66mNdwRsSoOELMfeUALgnyAisO69a6B6ZRUtmEB5c&loadFrom=DocumentDeeplink&ts=3863.06)):

And I think inquiry allows us to help shift the conversation to that civic purpose, which is what social studies is all about. Right? Like how do we, you know, if democracy to your point is sort of democratic or sorry, inquiry to your point is democratic. It's a free exchange of ideas. Right. Right. People going back and forth, you're also able to question power structures. Like why does this person have the power, why what's going on here. Right. Which is a freedom of speech. Right. Uh, we're able to create arguments. Right. Which shows that individuality. Uh, but we're also able to take action, which shows the deliberation and collective effort to it. Yeah. So I guess to me, to, to, you know, to echo what you've said, how can you have democracy without inquiry?

Speaker 4 ([01:05:02](https://www.rev.com/transcript-editor/Edit?token=4wDZ0VPmjN3bsBYIB1nsVISun2O3-XNXtimJsB1Uab_9Wo2SSEkz0X3mmJuq_P_yVP_4TzL_z78c7M96JH6X_eiNTIs&loadFrom=DocumentDeeplink&ts=3902.56)):

Right. Kind of flipping it the other way around. Um, the other thing I think it's important, um, as you're talking and I'm thinking about it, is that a lot of times, um, you know, to the opposite of what teachers would say like, Oh, this is all democracy. I don't do anything in my class. I think there's a, also a knee jerk reaction sometimes for teachers to say, well, I want my kids to be democratic. So we're gonna re we're gonna wrestle with all the really, really tough things right now, right. In this space. Um, which is, I think the spirit of that is good, but I think, you know, we need, we need practice. Students need a safe exchange of ideas in your classroom and what better way, at least for me, uh, what better way to practice being democratic in the, you know, they're not comfortable questions, but at least in the comfort of, I don't, I'm not really going to experience, um, the, the same types of consequences. There are consequences for staking, a claim about something, but they almost become, I know there's a, there's a phrase that we're in the United States, States become democracy labs for policy. Also think classrooms are a little, um, little democracy labs for ways of thinking, you know, we're actually trying to

Speaker 6 ([01:06:22](https://www.rev.com/transcript-editor/Edit?token=bOp6rj0KBeq3gTbc6EmMB77GFrZOkaRQGg8-d0wCKT9DvEgaRuPaXmdKHGhr2Sl-v4QJR2-dOtEa1nZ1bh0kLtPHurk&loadFrom=DocumentDeeplink&ts=3982.69)):

[inaudible]

Speaker 2 ([01:06:26](https://www.rev.com/transcript-editor/Edit?token=ZLkpdyjboMfC722R5unYX6TGx7r04Kt_K71-JEDmERLXsJ8hHv3NJgitUWMQCxVkWOxdx8_zBOV1sXdXp43SMPZqW7E&loadFrom=DocumentDeeplink&ts=3986.55)):

Okay, I'm gonna stop you. Um, because I want to shift gears, I'm looking at time, we've gotten some good stuff there. I was trying to find like a profound sort of larger moment that we could either start or end with, you know, like sort of the big ideas of inquiry and you both gave great. That was wonderful exchange. What we need to do now is sort of think about the end of the inquiry or writing the end of this film. And so what we're trying to do in this film, and I think I've said this at least, I think I've said it before, but if I haven't, this is what we're trying to do. So one of the things that became really clear in this project is, um, first of all, just how thick both of your understanding of the inquiry is. And just the maturity of that.

Speaker 2 ([01:07:18](https://www.rev.com/transcript-editor/Edit?token=yf_BhVl-ZZ-_gMNmelfwnS7Emgh5ppcCwDz7RNIdgxPHO279OFkGImGRevrq1YBSzBZs0ErDmKlTogGPcML_pRfUZpI&loadFrom=DocumentDeeplink&ts=4038.72)):

The second thing that became really interesting project is thinking about the difference between Woodford County and Jefferson County and the, the different ways you both are shepherding inquiry within those unique contexts. And I think the argument that we're going to try and make in the film is that both ways are okay, so that whether, you know, so that the teachers don't have, or administrators don't have a way to opt out of inquiry, right? Well, I'm from a big district. There's no way you could do what you're doing in this small little, little incubator, you know, or alternatively, a rural school with not a lot of resources said, Oh, well of course it's Jefferson County, it's the base school that ever, you know, district that in the state. And so we're to sort of by using you both, you know, as two people who know a lot about inquiry or in this unique context, but having similar but different experiences, you know, trying to paint that contrast in comparison and then at the end to bring it together somehow.

Speaker 2 ([01:08:35](https://www.rev.com/transcript-editor/Edit?token=jvfm-XS6nQEtdAdGSXq3A7WCYt0ZGjW0kr1Xo-scKo-DkhoreO6dQ2FauWXEmDoZnj2ZdmVUcQsw4aof3P3IBRdrit4&loadFrom=DocumentDeeplink&ts=4115.36)):

And so I say all of that, because what I'd like to do in this film is in end on this sort of drum beat of culture of inquiry, we both have had me ask you those questions about what does it take to build the culture of inquiry. And so what I'd like you to do is talk a little bit about building a culture of inquiry within your unique settings using, using the terms Woodford and Jefferson County. So in order to build, you know, what I'm finding in Jefferson County to build like a strong inquiry culture, I need this and then to riff on that, does that make sense? And I don't know where that'll take us, but I sort of am interested in how y'all will correspond to that. Do you need caffeine if you need to jumping jacks or anything? This is a long day. Okay. Yup. Alright.

Speaker 6 ([01:09:32](https://www.rev.com/transcript-editor/Edit?token=zvQjgVaLtd7haJsO-F0t1nlWT7N4P-teLoYE5nECRRcXDXfCrWeFFuADP1yiw-gntNEcSGq-r2kCOegjW7oyJ_3SxUM&loadFrom=DocumentDeeplink&ts=4172.29)):

That's fine.

Speaker 4 ([01:09:43](https://www.rev.com/transcript-editor/Edit?token=SpSKDLw09CLJMdFp1dh9rwJNlmm0h5ygrjtL3Qkn7oXl3Olz7JtuY6odibHGLC5Klnp9YLm_sziblXqsp4LqmtfCosY&loadFrom=DocumentDeeplink&ts=4183.79)):

Real quick. Do you want to just, I'm trying to think about trying to move in and out of the conversation. So it might be something where we might talk about what inquiry looks like. Right. Sort of just a sandwich. That part we could say that I talk about barriers. We could talk a little bit, I think it might be helpful to say at one point you were at a small district, you may want to talk very quickly about your jump to Jefferson. Um, well, because there was this, there's this idea that I was sorta thinking about where it's like, you ultimately, you are going to need, cause you're, you're moving from the grass up to talk to this part. I'm moving from this part to try to do this, that all, obviously you need both of them. The question is how do I parse out what's needed where the one doesn't hurt the other. Right. So why don't I ask you a question about like, obviously you've done in creating the classroom. Tell me about what you're doing now at a district level in Jefferson County or something like that.

Speaker 2 ([01:10:39](https://www.rev.com/transcript-editor/Edit?token=LbvQlR_BxBx8xBEd0LUuV0TuDc2clN22Z5sepMcGaImgjt-6Mkb5q6sWmVrdr3JMBsuOrWr4cRIQWdlfUElkDwgzyPc&loadFrom=DocumentDeeplink&ts=4239.56)):

Okay. Well, I've already asked them that don't do the work there for that. So all of that, so soon that I'm going to ask you about the individual culture that you develop. So now I want you to have a conversation about, you know, building a building an inquiry culture, my guess is you're going to have a similar answer. So let me just preview that, you know, the, you know, so that maybe this is sort of the takeaway moment, right. Where we don't have to get into the weeds of the particular district, but like, what are the sort of the takeaways in building an inquiry culture in Jefferson County I've found that sort of the most important part of building an inquiry culture is, you know?

Speaker 3 ([01:11:22](https://www.rev.com/transcript-editor/Edit?token=SunG43iPuQz3r9iMlD7cfdZpiMVW8HloODBfQFbVpLArx9Uw90VLK0K1DcWwFWMUhgZWC1VtaTWgcmcSpJjOhZP5wgM&loadFrom=DocumentDeeplink&ts=4282.62)):

Okay. Yeah. So Ryan, you don't have talked a lot about sort of our own individual experiences. Sure. But we're also both in a leadership position in our respective places, right. You in Woodford County, me at Jefferson County public schools. Right. Um, you know, one of the things that we've tried to do, especially with the new Kentucky standards is like, how do you build this larger culture of inquiry right. At where you are? Right. Right. So like I came from County schools, right. Very small, uh, Boyle County had, you know, five schools now I have 155. Yeah. Um, so one of the things that's really interesting about Jefferson County is, is the way it is all the, um, in a large urban district. Right. All of these different pieces that come together. And I don't know if you have the same, same concerns or issues, but one of the things I've noticed about trying to build a culture of inquiry Jefferson County is that, um, I'm doing my best not to do it from top down, even though it's coming from top down.

Speaker 3 ([01:12:23](https://www.rev.com/transcript-editor/Edit?token=L3OcSZOzAnB9iFa45TYPSOQVpqt7oxtbg1nEuSZuUpTnEZJHs3jihDxsq8YNHPbyzTu7MtYpYdcWqhXQJFwFSmN2HYs&loadFrom=DocumentDeeplink&ts=4343.73)):

Right. Because I know how valuable it is to do it. A lot of the ways that you would have talked about it from the bottom up, this grassroots approach with that said, we have 155 schools, right. How do you plant the seeds at 155 schools, right. With one person with two people, with three people. Right. So part of is that like some of the stuff that we've been doing is trying to build a coalition of teachers, right. So the coalition of willing, so to speak, right. Wherein they are early adopters of the inquiry practice and they are sort of our go getters. Right. We're hoping to sort of, we've actually designed a series of teams, right. Um, that have anywhere from five to 50 teachers in them or these larger teams. Right. Um, to help sort of adopt some of the tools and practices that we're developing.

Speaker 3 ([01:13:11](https://www.rev.com/transcript-editor/Edit?token=-zlqNITvGXLj5yPktubSOBROQvGX5xnhM04janA-GhC9vKHSIlj2IOJXQApQivqURsGZvpd8QZ7aGOnyQbRbXLzMG9Y&loadFrom=DocumentDeeplink&ts=4391.55)):

Right. As we go along. Right. In addition to that, we have a budget, like I have a large budget to help sort of transition this, which can be very helpful. Right. So I can, I can have a professional development. Right. And be over professional development. That is a hundred percent laser focused into inquiry. Yeah. Right. So then everything that we do, uh, we try to say in Jefferson County that everything is one conversation. We're trying to have one conversation about social studies and that inquiry is our process. It's our process and our own professional development, but it's also going to be the process in our classrooms. Yeah. What's really interesting is, is the notions of trying to chip away. Right. Some of the, um, some of the vestiges of the old yeah. The way that people remember social studies in their class. Right. Um, or whenever they were teachers themselves right.

Speaker 3 ([01:14:00](https://www.rev.com/transcript-editor/Edit?token=3aStAxvc8Z8SKPuLssp8ABym1anVSymOZE4nPQarJywxE_EkC5LpsmoqpnvnzbHBZj928tWP-gmWNwdQ6TKP9suuwa0&loadFrom=DocumentDeeplink&ts=4440.87)):

In the classroom. Right. And part of that is trying to redefine dispositionally. I feel like, I feel like in a lot of ways that I'm a used car salesman, trying to go to these different and convince folks that social studies is not what you think that it is, right. That it is about inquiry. Right. I remember one of the very first places I went, there was an assistant principal who said this history stuff, or this inquiry stuff doesn't sound much to me like history. And my response was, well, well, history is the Greek word for inquiry. Right. So we're just embodying this in a different way. Right. So for me, trying to figure out all these different avenues, right. Um, we have to both convince folks, provide training for folks and have products for folks. Right. Right. So a lot of it is, this is what social studies is about.

Speaker 3 ([01:14:51](https://www.rev.com/transcript-editor/Edit?token=B3n3P7zYNS8dWQuNKjt4sfCPt4vaklWXKIzYV-MyF8bZJ4hBV_MOwBmv0Z4CfLxHZGGF1B2OtXd5ypZQ4cwXjulf8DA&loadFrom=DocumentDeeplink&ts=4491.37)):

This is how inquiry operates. Right. And I do that, um, through PLCs, through professional development, new teacher training, um, and, and even interdepartmentally, uh, when it comes to some of our professional development, um, we try to sort of stagger breaking down these different aspects of inquiry throughout the year. So there's a, an, a PD about citizenship and how inquiry operationalizes, there's a PD about questioning right. And different ways of doing it. There's about sources and tasks and action and argument of writing. Right. So we're trying to cover those larger pieces. Right. One of the barriers I've noticed specifically in professional development is that if we had a PD about world war two, we get 75 people. If we have a PD about taking form action, we get to wow. And so there's, there's a real sort of, um, lack of urgency of some of the transition by the, by the general folks.

Speaker 3 ([01:15:49](https://www.rev.com/transcript-editor/Edit?token=7tidsPiq2UPfQrvYnxne_M1MxJee9_1SF87hztW099xvBHfEX5Uqv2KF55aAyDOw5ecIXYoofnZFAW1IubuAdtYLx8c&loadFrom=DocumentDeeplink&ts=4549.72)):

Yeah. So one of the ways that I've tried to then, um, counter this is start to, um, remove some of the barriers for teachers that would cause them to react to the sort of the older way. Right. Right. So one of the things that, that can help from the top down, right, as I've convinced our assistant superintendents, right. That instead of having a learning target on the board, there should be a question on the board, right. That by walking into that class, we establish immediately our task for the day. And that is to answer a question. Right, right. That may seem small. That took a year. Right. Uh, to try to try to do that. So what's interesting is that what I've noticed and I'd love to hear your thoughts on this. Cause again, I, I'm trying to sort of wrangle the size. Right. And it's been difficult, but we have the sort of clear path forward, but that what I'm finding on a district of size is that it's happening in this sort of rolling way right.

Speaker 3 ([01:16:45](https://www.rev.com/transcript-editor/Edit?token=bhvBeewz0JImsM8Gma7wU_iXslqV7-me5l-uGYBlXW6unSYXvFvtqJS9-omDyJhR8UybcoeSUlWq8RIgNHF-ZVdwxJ8&loadFrom=DocumentDeeplink&ts=4605.64)):

Where there's going to be some schools that, that may not sort of buy in or transition until two or three years from now. Right. Right. Where I know if this had happened in Boyle, we could get this done over summer. Sure. They get, everybody's sort of on a page. So, so part of, part of, uh, as well as what I'm trying to do is, is sort of vertically aligned things. Right. Because also K-12 right. So how do we then backwards plan, right. These inquiry and principles and skills, so that each grade doesn't feel like probably what we felt like, which was reinventing inquiry every year. Yes. Right. Yeah. So those are just a few things that I'm sort of wrestling with right. On this larger way that I didn't understand. Right. Whenever I was at ed Boyle. Um, so what are some things that, like, that you're sort of wrestling with as a teacher leader, trying to sort of, you know, do this from the PLC up right. From one person to two, right. And so on, uh, that, that you sort of experienced,

Speaker 4 ([01:17:41](https://www.rev.com/transcript-editor/Edit?token=UMyeOPQGx7gAgKdISi71XtjF-psjWbqWatitfSDoFGxX3Z4qQqL6ZijeNgBCBuzfIC2wErCpXmzxku5GCcF-x1WAj_U&loadFrom=DocumentDeeplink&ts=4661.62)):

Well, there's something that we talked about several times that it's better to do inquiry together. And, um, you know, my own path has been a little bit interesting for the last couple of years I had. So I could experiment with inquiry. I kind of fought my way into a situation where I was kind of a Singleton. I was teaching at a couple of different classes. I wasn't in a PLC. Um, that was kind of a, like a, you know, kind of a double edged sword because on the one hand it gave me the freedom to make a lot of my own curricular decisions by myself while I was doing it in tandem with other teachers, um, in, in other buildings and that sort of thing. But now I am, I'm trying to then convince other folks in my department. Um, even, even people at our middle school and our elementary schools that our district, um, that this kind of works.

Speaker 4 ([01:18:35](https://www.rev.com/transcript-editor/Edit?token=_Te4xb9zOlVr1en4ej9e70KcFZVTQIT6RRwvkD-e260XJ7-0qTDjD6-Rra3dkyGqcY-qnhjcmzsOil8-7UZZl-znjqY&loadFrom=DocumentDeeplink&ts=4715.74)):

And one of the things I think is you just mentioned, is this buy-in to what inquiry is? I don't think it matters if it comes from the top or the bottom, if it comes from me who teaches across from the hall from you or, um, you know, Ryan new at the district office coming in and saying, this is what it needs to look like or whatever. I think there's like an element of trust that has to exist between teachers and other teachers for it to work for me. Um, a lot of it has been simply talking about this is what inquiry looks like in my classroom, and I've had that same conversation with people over and over and over. And it kind of is this demystifying process, one conversation at a time. Um, the nice thing is, is I feel like I could talk about inquiry all day long.

Speaker 4 ([01:19:27](https://www.rev.com/transcript-editor/Edit?token=GClgJbqffVEAZaPQhCXlP_zHB8qtC_dkrBja-H4yCSSr1S4OYtdHOnZ8phrpV1xq5UyiIV7XmgCMKdd33imZIdDyBGk&loadFrom=DocumentDeeplink&ts=4767.7)):

And so I have, I never feel like it's, it it's a burden or anything, but a lot of times, um, it is it's, uh, it usually comes in, it usually shows up, um, when we're having a conversation about a common issue. So I have a really great friend and colleague who teaches at the very end of the hallway and she's an incredible writing teacher. And so we all have these conversations about writing and I'll, you know, inevitably like, well, what was the prompt? And mine will always be like a compelling question. And w why did you, you know, she'll ask, why did you pick that question? How did you get them to whatever? And so they, I say, well, I've got all of these supporting questions, and this is how they work consequently. And because of our constant conversations about claims, um, you know, she's brought in a lot of inquiry based practices into her classroom.

Speaker 4 ([01:20:19](https://www.rev.com/transcript-editor/Edit?token=ptF84_q88nW1GVPQTIBOry0CMDw4doVjziQ0gKd3aOAXtrLcZedAdp-7STmPkoX_YAH5MGdZ5ZYkvlRiDCRfOvk5ahg&loadFrom=DocumentDeeplink&ts=4819.53)):

And so, and now we have this continuing conversation about, you know, what does it mean to write a, uh, a, a claim or counterclaim or source work? Um, it's been really eyeopening for me to have those kinds of conversations, you know, on the other hand, I've got other teachers who, who have said things like, you know, Ryan, I know you've been messing with this for a while. I don't think I can do this. Yeah. I don't want to do this. And it's not even from a negative, like, well, I'm not going to do that because we're supposed to, it's, it's very much like, I don't know what this looks like. And so then we have this conversation again, I remember bringing, we have, we're having a PD one day and I was talking to two teachers that were in the car, getting food and coming back.

Speaker 4 ([01:21:00](https://www.rev.com/transcript-editor/Edit?token=mc1pf9mFHjo-JfNltNPATD5gZYA0pvAMkNSqY38Tagbjk40c82hvx8jjAu1Eob9EUGWZRDVKZwQ_qweWxMdNXOqlNgM&loadFrom=DocumentDeeplink&ts=4860.63)):

And I said, just like we were having this conversation, like come into my classroom real quick. So put it on the overhead. I was like, this is what it looks like to make an IDM, a, not necessarily a unit, but kind of to anchor a unit like, and this is, this is how I build it. And then we had this conversation about it. And so what I'm finding is every school district has its thing that ends up being the biggest obstacle in our school district. You know, Woodford is a high performing school. It builds itself at that. Um, there's always this pressure to be very successful. And so there's an inherent fear of taking risk and it's not even so much. It's like, I don't even think, like, you know, you're talking about people saying, well, I don't think inquiry is history. Uh, I don't think we have any of our social studies teachers who would say, well, I don't think this is social studies, but they're saying like, what if I do this?

Speaker 4 ([01:21:51](https://www.rev.com/transcript-editor/Edit?token=6hg6jlVJjuuVfXXXyMeMy2Y2POVv6MW4k-qz7yxcNvuiUmFtOeoEg5d_OzoalCHiS7Ru7m6UmvVp6hyabqBxUJRfOb8&loadFrom=DocumentDeeplink&ts=4911.27)):

And then the hammer drops on me because it's the first time I've done this, what, you know, like, what am I supposed to do? Um, and so a lot of I've heard this term used a couple of times, and I definitely feel like this is what I ended up doing a little bit, or I feel like is needed is there's there needs to be somebody who's like a, like a trailblazer. And then there needs to be this other person that's like the whisperer, you know what I mean? It's like, yeah, you can do this. This is what it looks like. Like, you know what I mean?

Speaker 3 ([01:22:23](https://www.rev.com/transcript-editor/Edit?token=rTuzYwqXviQmJCrfhPUMZzLuRAd4LPLIRIbf_Le2O08twAt65NZrpidfnf_VuvbiVx-i8-6wIm-_fues9rh_97yotuQ&loadFrom=DocumentDeeplink&ts=4943.96)):

So I know exactly what you mean because I'm so being at the district level, right. I've got, I got help. Right. Not only do I have a budget, but I've got two individuals to work with me. Right. Right. Rebecca Ingram is the district instructional coach for social studies. Vincent Tinker's the K-12 literacy coach working through social studies. And what's interesting is that oftentimes I'll come in and sort of like kick down the door and say, well, here's social studies and here's this and here's inquiry. And here's these things. And then Rebecca and Vincent sort of fall behind, not, not in that, not in a bad way, but just in this sort of like, Hey, let's, now let's take these individual pieces out because they're the coaches, right. They're the ones who are sort of parsing out these individual elements saying to the, you know, and I do this work too. They just do it so much better than I did. Right. Because a lot of it is down to this idea where, um, you know, I'm not saying that I give teachers a kick in the pants. I'm not saying that at all, but it's just sort of say like, here's the expectation. Yeah. Right. That we have to do more than, than where we were, because now we have new standards, this is best practice. Uh, and we are convinced that everyone who's really tried this for the most part. Right. Have, have adopted it wholesale.

Speaker 2 ([01:23:32](https://www.rev.com/transcript-editor/Edit?token=2X0a5LRw-q6-ASECXikpFL_1yJL9Olq0TbXQq6Ri-8KRUxsqnnrjIH5GrGG2ETJoGVeQbKFOPgtFpp2J4t-eKow0glM&loadFrom=DocumentDeeplink&ts=5012.62)):

Great. I want two more questions. Okay. So I want you to try an exercise, um, where you only speak in one to two words. Um, so like I want one of you say, build an inquiry culture and you need trust. And then I want the other person to respond with another word and then to ping pong back and forth to one another. Um, and just see how long you can go. Like, does that make sense? Not there were pauses, there are pauses. Do you want us to, one of us to ask that question? Like, do you want me to answer that question? Yeah. And then start it, but I, I sort of want to hear, I feel like we need different rhythms to this interview. And so far it's been awesome. It's been though almost an hour and 45 minutes of the same rhythm. And so I'm trying to think about like how we can break that up a little bit so that we can have some poignant sort of punctuation moments in the, in the thing. So, yeah.

Speaker 6 ([01:24:38](https://www.rev.com/transcript-editor/Edit?token=q_oGVSODBoHmMlYMl4A-YM7gjiksbjjgBmWoCAIx2g0xevvarghsJxCDkHCW_fPEw6q7e1Mpp0oHNE262l57wYk_CKk&loadFrom=DocumentDeeplink&ts=5078.15)):

So to build a culture of inquiry, what do you need? Trust, patience, a plan. I think you need time and people smart people

Speaker 3 ([01:25:01](https://www.rev.com/transcript-editor/Edit?token=gg5X-tY5mRszcMPFwxEH9tztTy1_RfFmFSI_Afmy1eg0HFsekGHpRfXWaDaZi8i2RmtMs-VvHMIjfMQsHUXzlvwiEMU&loadFrom=DocumentDeeplink&ts=5101.84)):

Who are willing to do the messy work,

Speaker 6 ([01:25:08](https://www.rev.com/transcript-editor/Edit?token=U2tvg6O6lbPPWdZv7enYKjoRlE_3B4BPv_mM11lHWZyymsuHly6To1TzgW-Ez9xXVBz9yFEwjOve7IF-mWwqZVGQA2I&loadFrom=DocumentDeeplink&ts=5108.18)):

Um, yeah. People who are ready to get their hands dirty. You need scaffolding, you need leadership student buy-in consistency, classroom management. I clear curriculum questions,

Speaker 3 ([01:25:52](https://www.rev.com/transcript-editor/Edit?token=O2OOgB1mVhe7zi61wSULcw_0LmEWizz_QyMIeyNQkR9YN8OE7kudZJ91AF5eywf668xIoKfa68puyx1UoeMZkfeY4TU&loadFrom=DocumentDeeplink&ts=5152.6)):

Tasks, sources, um,

Speaker 6 ([01:26:00](https://www.rev.com/transcript-editor/Edit?token=7gKP5zLqmknYIG-tYr_q6kdwWec_9VO45NK4Sh1Zuymp1Vyl_XBXa0q8WEIVnXYy9ZBjpA3FjRNEHKZIWlo_gqBoNxU&loadFrom=DocumentDeeplink&ts=5160.36)):

Claims, literacy,

Speaker 3 ([01:26:08](https://www.rev.com/transcript-editor/Edit?token=50UuhE1ArCZc6Hndpve4u3cOmqUEFmYCOfXeUM1RhLQi41e1rnLuEOPxe3xJp-968hzpi-nyAwyN7FKEFWwtseJfy7A&loadFrom=DocumentDeeplink&ts=5168.77)):

Enthusiasm,

Speaker 6 ([01:26:09](https://www.rev.com/transcript-editor/Edit?token=LrCdR52qtFElkg4PEIixboOtdjF9MwPbx9bmRwvfI8STBmAO6ccEmvCqaKoR_IRQTmZ9ES5Usw7qdDkPBmRVFThEBsM&loadFrom=DocumentDeeplink&ts=5169.9)):

[inaudible]

Speaker 3 ([01:26:20](https://www.rev.com/transcript-editor/Edit?token=nHQHAW6zKhNKOUbB-cApaTWw_ApVle0MjtAIms1irSN4ADB7tALESOIAdFfLCJXvY5GikX4q-_qGxTq52AbAZd2-Jb4&loadFrom=DocumentDeeplink&ts=5180.25)):

Key dispositions, mindset, change, community support, um, conversation, admin support people who will talk you off the ledge, a coherence people who will disagree with you. Transparency training reflection.

Speaker 6 ([01:27:24](https://www.rev.com/transcript-editor/Edit?token=JhdEfKrt8UfFjUnRzEdarC_YQ_NsHvM4o4a9GDtBqXIbG3zoRZ72GnB2gowCygsKCgJxdome3j1Kok13py06KArAyeg&loadFrom=DocumentDeeplink&ts=5244.53)):

[inaudible]

Speaker 3 ([01:27:50](https://www.rev.com/transcript-editor/Edit?token=UEXiAYhANDH8vDs3BfEbLpk0zRmm4LUXDQbJb-6QHxbq03F2nHgavMnVgp_gdRBByUmlcmalEjkK9fq3fWy3JrSm1pQ&loadFrom=DocumentDeeplink&ts=5270.91)):

Fantastic. Fun. Just fun inquiries on fun. I remember that. Yeah. Good. Good. So here's the last question? How,

Speaker 2 ([01:28:03](https://www.rev.com/transcript-editor/Edit?token=UvT6LRbrlVNjqShdtUZSaHxmOjNPCV3UzNWFbfTvbOfMO7czqnlxH67dewLjZB68H6IWQr06uIpAdbGvxGX8oYrVAZw&loadFrom=DocumentDeeplink&ts=5283.77)):

No, when will, you know,

Speaker 3 ([01:28:06](https://www.rev.com/transcript-editor/Edit?token=RGpZTrpLS7GVnodCrp0kX5wtvDCd490ph_Ju3Iu4AO_gRPtrSBuNYozAMvlE2Qwb3GSLgv4B4uCxbJ63SQP9pZCM05o&loadFrom=DocumentDeeplink&ts=5286.81)):

Your district is successful

Speaker 2 ([01:28:09](https://www.rev.com/transcript-editor/Edit?token=0LP36lhgNY_TYzMWNlKQ3V2WTwk1bB_71MFUroyuMaE6hQUdn-Ia6XtnOhEiph9XoAPhjsx_k_SaeO6qkOwKZeEu4B4&loadFrom=DocumentDeeplink&ts=5289.25)):

With inquiry when we'll, you know, take a walk down the hallway I'll know I'm successful when I walk down the hallways. And

Speaker 3 ([01:28:22](https://www.rev.com/transcript-editor/Edit?token=yRa06qK-bcLNhKsbY8v9usVpM2e33x8arrxIqde5IUhmU7UesyolLxyvZxcDhQ4NyAoeP3D9gdomh0FHYj8FYw7Ag7o&loadFrom=DocumentDeeplink&ts=5302.95)):

So one of the things that I worry about right, as a, as a district leader is like, what does that ultimate success look like? So I've tried to really wrestle my head that if I've got thousands of teachers to help transition, you've got hundreds of schools to work with. Uh, and there's only a few of you to do this. That to me, success starts to look very different, a wholesale adoption of inquiry, even though it's part of the standards is I think quixotic, at least in the short term. Yeah. That's success to me like that. We've got teachers who feel comfortable in their skins teaching through inquiry, if that is a hundred teachers. Awesome. I consider that a success I've oftentimes said to folks in our district, when asked about like, what do you, what do you hope to, what is this going to look like?

Speaker 3 ([01:29:21](https://www.rev.com/transcript-editor/Edit?token=pDLhdCRGaiAinAr2XYq-xfgpMqWTV9hSq-T-gPXWesTH20mF3Q5ODaoYGHztc0DaIyvOlEXKEhct_vMQ0LPk2h7go2s&loadFrom=DocumentDeeplink&ts=5361.06)):

Right. And I said, if, if in five years, 50% of our inquiry, if in five years, 50% of our teachers are using inquiry 50% of the time we'll consider that. Pretty good. Yeah. That is good. But I will say that the biggest success that I think that we could ever have is that PLCs at the school level adopt change, refine and be themselves. Right. Because they're going to know, right. They're going to know their students better. I think that not success looks like a district level, sort of, this is one in the same. Yeah. And I think if that were to happen, um, then, then I've really failed with inquiry. Yeah. Because it means then that the teachers themselves who were supposed to, to be, you know, really engaging inquiry have not yet engaged themselves enough to even be able to do it with their students. Well, and you kind of hit on this a little bit, but because it's also a, it's a, it's a process. Inquiry is a process. It's

Speaker 4 ([01:30:24](https://www.rev.com/transcript-editor/Edit?token=oxG2TMxi4pk5CnyQCu5P_Ay42gkCoEtGzCnfJFfRA34iJNqDwEuBg90Y5EmWrWp2pzhk4Uv7kmkm1oX9Y8gw3CI_tjs&loadFrom=DocumentDeeplink&ts=5424)):

Not just a new set of standards. Right. And so, um, I, I would, I would echo that at the PLC level, in our district or in, in our, in our hallway, at the school I teach at, um, that it is part of the language that we're using, um, that people are talking about compelling questions and supporting questions, but what we're using it as a way to assess students. And I think it really just becomes for me, success would be the same way. I would say, you know, here's student, here's a question, do something with it. I would love to see other teachers say, I see, I understand how these elements work, but I think I can do this better. Um, because that's really exciting for me to see how other people conceptualize something. And then, um, change it. I had a conversation with a former colleague of mine who was doing some interviews and I want to brush up on some of this inquiry stuff.

Speaker 4 ([01:31:24](https://www.rev.com/transcript-editor/Edit?token=74Z-ICgdRerJdChzHfML_bkhdRCQaf2_WBwMDRwh1rMKAgp_0dWMjdHjp3sGCMi1rz_BSFlZyxz6Oqnu0MNmGo-zq-w&loadFrom=DocumentDeeplink&ts=5484.63)):

Um, and while we were talking through, one of, we pulled one of them up from the C3, um, uh, website and we were just walking through it and it's like, Whoa, I've always seen these supporting questions working this way. Um, and I was like, I had never thought of it that way. Um, and it was more of a, a came from a more like perspective taking exercise rather than an argumentative exercise. And he was talking about, well, I would, you know, I would do groups, but I would like, you know, these kids to take supporting question one, these, and then I want them to all spend some time reflecting on the compelling question from their standpoint. And then we begin to build off of each other's knowledge of each one. And it was, it was more like integrated kind of holistic look. And I was like, I've never thought about that.

Speaker 4 ([01:32:10](https://www.rev.com/transcript-editor/Edit?token=zKdXVBw1rezJukNK2BtdNgI_A8bcug-ASDQ9n7oKxsvEPG1KL8NxjFYsgXt2sFt2DNnmU4zqUyD0q-5CrhSaDnnumZM&loadFrom=DocumentDeeplink&ts=5530.18)):

And I wrote that down. I was like, you know, that's, I want to try that because to me, that's, that's what learning is about where we're bouncing ideas off. And so for me, I would want, I don't want everybody to do it. Like I do it in my hallway and I think that's an unfair thing, but I want them to do, to take that and to do something else with it. Um, that would look like success for me. Um, for me, it's, it's a little bit easier though, because my success looks is a more of a softer, I don't have the pressure like you do. Uh, my successes is a little bit more nebulous or maybe a softer result than yours, um, where you're looking at actual like numbers of teachers who are adopting this, and I'm more talking about, well, how do I talk to my colleagues about it?

Speaker 3 ([01:32:57](https://www.rev.com/transcript-editor/Edit?token=XrU0ffmqivJBQ2iw9UTW20FOKj8-Rp3daDYpu9aB9j5wYKdwvN4UUXOi7sJN1vMZRAEbVoe0Z364Pxsj3UzoCeQw5dc&loadFrom=DocumentDeeplink&ts=5577.96)):

What, and here's the thing is that I try to, I try to approach it the same way that I would as you're doing right. The differences that I've just have to have a lot more conversations. Yeah, that's true. Right. Cause I think that, you know, again, um, we've tried to sort of say in Jefferson County that, um, that if a teacher stands up and lectures to kids, they become more, the students become more of the teacher than they do themselves. I think there's a corollary, right? If we say the district, this is how it has to be. Right. They become more my vision of teaching than they are. And I think what you've articulated, which is really what I think both of us really have in common is that everyone is on their own inquiry journey. Right. Yeah. Coming in from it from multiple points of views, right.

Speaker 3 ([01:33:48](https://www.rev.com/transcript-editor/Edit?token=lCAAHxFQv_sQjsJJ-KsXjw2bvSvu2widXGfQWTaL_FtFI1KkYp7crAudl8dcegOmUBRUSZyY-i21oIENH_3ZEgQh86c&loadFrom=DocumentDeeplink&ts=5628.57)):

From multiple experiences and backgrounds and seeing it operationalized and processed in a bunch of different ways. Yeah. But then ultimately we can still sort of share this sort of common vernacular. Right. Um, as we're each trying to, to no longer be their own person, right. That this is actually something that can bind us together. And just the same way that inquiry gives kids, something to talk about inquiry is giving professionals, right? Yes. Something to talk about ways of maneuvering in and just as inquiry, honors the student and where they are, it can reward the creativity of the teachers who engage in it. Yeah. I agree. I agree. I think that's what, to me, that's the most exciting part of this whole process you said earlier, and I think this is a great individual, you know, like success, not success on a bigger level. I don't know how many teachers have told me and I'll count this as a success this year. Right. Because it's hard to get is this has reawakened my understanding of teaching. Yeah. I felt like I was doing the same old, same old. And now I'm engaged. I'm thinking with kids. Yeah.

Speaker 4 ([01:34:58](https://www.rev.com/transcript-editor/Edit?token=jJgsU4BJw2BvkCnsaxk1vqf65uyb3SmkEUAcflab2GoFzcP2fiwrb6_ESdmZIrw5TdsrT3xwfT3pKbO_AjFqKyiDDhk&loadFrom=DocumentDeeplink&ts=5698.13)):

We were doing a PD at our district and we had a couple of administrators there and the administrator from our middle school who was a former social studies teacher, we were coming up with these just questions and we were just brainstorming. And at the end he was like, I want to be back in the classroom again. Like I want to be a social studies teacher again. Um, and that for me was just like a moment of like, you know, this, we build things as being the next best thing. And I, I'm always a little skeptical of those things, but I, I feel like, um, this is something that's worth doing because I've seen the positive results. And so I think the more that we show other teachers, the, the results, not even just like what it takes, but just the results look at the way that my students are doing this. I think that's how a lot of people, that's how you earn the trust of, of your fellow teachers. Um, because they also understand their students too. And so when they see students asking these questions or thinking this way, um, they naturally want to do what's best for their third kids as well.

Speaker 3 ([01:36:06](https://www.rev.com/transcript-editor/Edit?token=WwE-RSMmKC1ARVxmZBCFuLPp4exHhoDZmWj1a3oa_NkDYif2UV7bt4TDQ8oSXUoz9M-KCGwtVAHCBFb2csQr2UC5G_o&loadFrom=DocumentDeeplink&ts=5766.39)):

You know, I used to, uh, I know that we both have young kids. Right. And, um, they're around the same age. Yeah. And I used to tell her, so I was telling my teachers that I used to, uh, and I'm sure you've maybe do the same, you know, the kids come home and you say, what did you learn today? Yeah. Right. I've stopped doing that. I now say, what questions did you investigate today? Yeah. And why I think that's important is that if they just tell me something, they learned, it's hard for me to find my way into that conversation because I'm just hearing the output. Yeah. But if they came home and said, investigate this question today that I can have my own perspective, I can engage that student and that's am, or my kid and my kid can now actually have, you know, some background, they've got some evidence behind them that actually allows them to engage with their dad in a very real way.

Speaker 4 ([01:36:55](https://www.rev.com/transcript-editor/Edit?token=e6qc9ke0-TUUSKx2oWMrff0lmkTqgmB1yZdK1kTv6r6hOs2Fuorzqb1rSuqpuW-cTZGZs7SBg9Vb9f4ovAyU-vqjzWQ&loadFrom=DocumentDeeplink&ts=5815.25)):

Yeah. I think, I think human beings are naturally, um, are question askers. And I think that to think that we could do learning without questions is kind of absurd.

Speaker 3 ([01:37:08](https://www.rev.com/transcript-editor/Edit?token=7kk3gdV5M_lc4G9gL2hyTtrWy-9jYNCqRYgAQTj2QBAeGE-CVo2pgiUWyu457wbWoAUFVPhnszRJTcmICNTMWOfUcDg&loadFrom=DocumentDeeplink&ts=5828.69)):

You know, I, uh, when I was trying to argue about having, um, you know, removing targets from the board yeah. And having questions instead, uh, someone actually brought up what evidence is there. That questions are going to help students learn. And I laughed. Cause I thought they were joking. Yeah. Questions are foundational to the human experience. I would say, like to, in order for them to even they asked you a question about it. Yeah. It was like, they asked you a question, like let's find a way. Yeah. Cool. That was a wrap.