

INVITATIONAL INQUIRY

INVITATION

How might . . .
 What would . . .
 What are some . . .
 What might be some . . .
 In what ways . . .
 How might you . . .
 What seem(s) . . .
 Given your . . .
 Based on . . .
 Reflecting on . . .
 As you . . .

COGNITION

Predict
 Recall
 Summarize
 Identify
 Describe
 Compare
 Contrast
 Prioritize
 Interpret
 Infer
 Conclude
 Generalize
 Connect
 Apply
 Evaluate

TOPIC

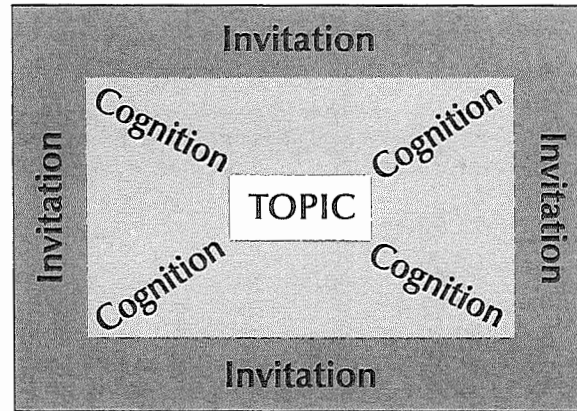
Outcomes
 Curriculum
 Instructional strategies
 Student readiness
 Student behavior
 Student work
 Student engagement
 Performance standards
 Assessment results
 Expectations
 Lesson
 Materials
 Groups
 Classroom climate
 Procedures

EXAMPLES

What are some ways you are comparing this student's work to the performance standards?
 (Invitation) (Cognition) (Topic) (Topic)

Recalling your concerns, how might you address this student's behavior?
 (Cognition) (Invitation) (Topic)

As you consider these assessment results what seem to be priorities for next steps?
 (Invitation) (Topic) (Invitation) (Cognition)



The Elements of the Invitation:

- Attending Fully
- Approachable Voice
- Plural Forms
- Exploratory Language
- Non-dichotomous Forms
- Positive Presuppositions

Syntactical Substitutions:

- the _____ some
- can/could _____ might
- is _____ seems
- why _____ what

Sample Stems:

- Given your knowledge of . . .
- Based on your experience with . . .
- Reflecting on . . .
- As you consider . . .

Figure 4.4 Invitational Inquiry Exercise Mat