Using inquiry-based learning as a form of professional development to assess teachers’ dispositions towards mathematics. Preliminary report.

Providing high-quality and effective professional development for K-12 teachers is a critical need for both teachers and their students. In order to meet the need for teachers to provide more engaging and powerful learning opportunities for their students, researchers suggest that we should provide similar active learning opportunities for teachers. That is, professional development for teachers should model high-impact instructional strategies in a way that allows teachers to experience being the learners in the classroom. Math Teachers’ Circle activities provide one such model for this type of professional development. In this presentation, we discuss the impact on teachers who were participants of two professional development workshops (one which lasted three days, the other lasting one day) administered as Math Teachers’ Circle events. By comparing pre-survey and post-survey responses, we explore the impact of inquiry-based learning on teachers’ disposition towards the teaching of mathematics. (Received September 16, 2019)