*Transforming Teaching in Mathematics with the COMMIT Network*
COMmunity for Mathematics Inquiry in Teaching

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A regional COMMIT is a local group of college mathematics educators interested in practicing and disseminating teaching and learning techniques centered on student inquiry. These communities aim to provide evidence-based support mechanisms, through professional development, mentoring, and collaborations, to help members sustainably transform their teaching.
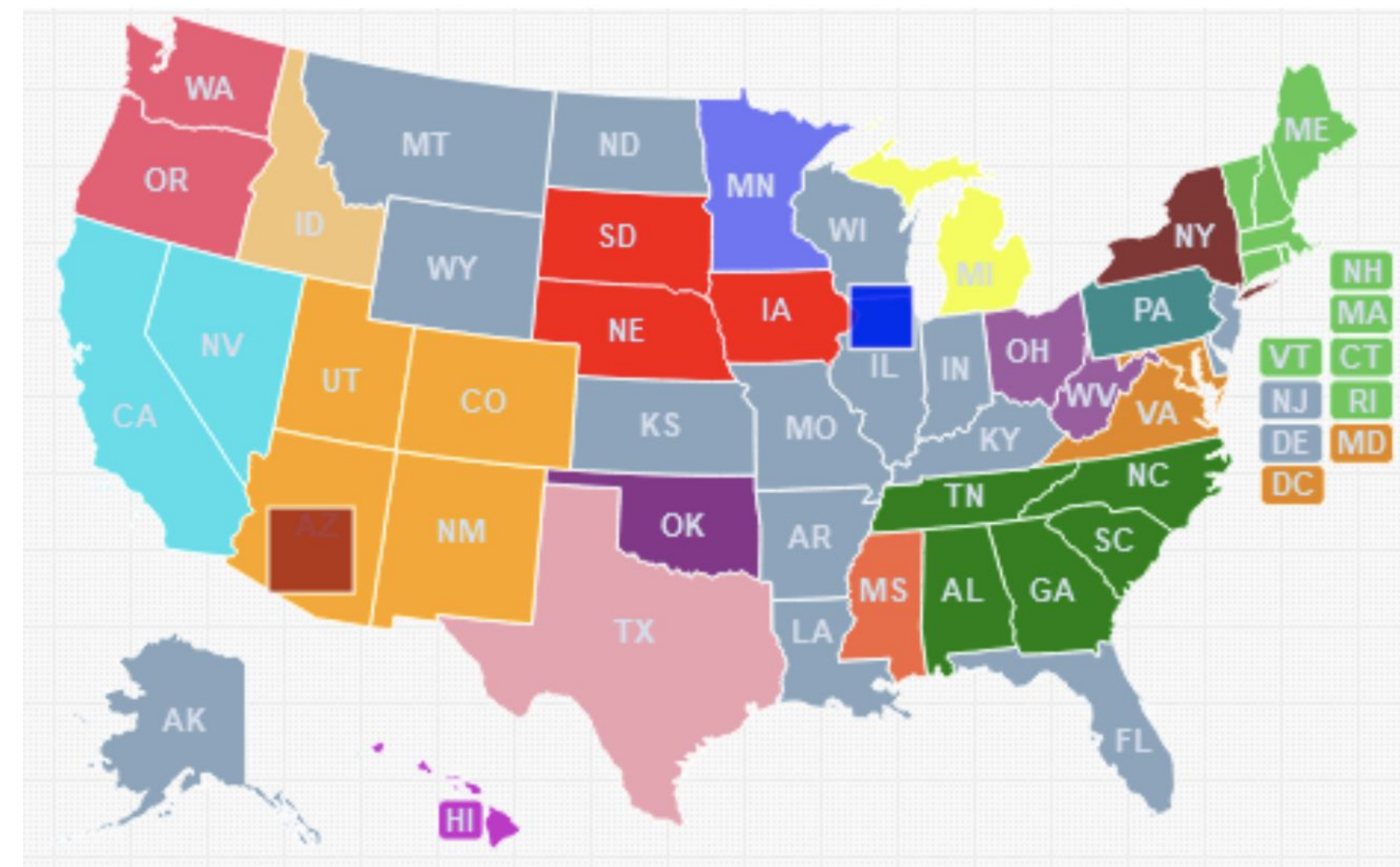
The COMMIT network is supported by an NSF grant (NSF-DUE #1925188) and consists of 11 communities (with more coalescing) with over 500 members total.

The COMMIT toolkit provides resources to start and sustain a COMMIT, as well as information about the activities and events that COMMITs have done in the past.

How can **regional, discipline specific communities of practice** transform teaching?

4 pillars of Inquiry-Based Learning:

1. Students engage deeply with coherent and meaningful mathematical tasks
2. Students collaboratively process mathematical ideas
3. Instructors inquire into student thinking
4. Instructors foster equity in their design and facilitation choices.

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Question:
How do the 4 pillars of inquiry-based learning (for students) translate to the setting of faculty professional development?

Humanized 4 Pillars for Faculty Professional Development

1. Participants should engage teaching with inquiry deeply and experience it as a living discipline. That teaching with inquiry should be driven by questions that make sense and are valuable from participants' perspectives and should allow them to develop new insights and ideas. (transformative learning)
2. Participants should collaborate, developing their own authority and collective ownership of the teaching with inquiry, engaging their full selves and bodies and learning about themselves and their peers through these interactions.
3. Facilitators should leverage participants' thinking to broaden teaching with inquiry and deepen the community discourse.
4. Facilitators should attend to positioning each participant as a knower and person who is represented in teaching by inquiry and should actively resist historical and ongoing oppressive hierarchical systems.