



GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Promoting Inquiry and Higher Order Thinking

July 20, 2016
Instructional Institute

TODAY'S PRESENTERS

From the Great Schools Partnership

Courtney Jacobs, Senior Associate

Becky Wilusz, Senior Associate

Outcomes

Identify key elements of inquiry tasks that prompt higher order thinking.

Outcomes

Reflect on and identify different ways to use inquiry tasks in the structure of a unit.

Outcomes

Identify ways that higher order thinking can build engagement.

Agenda

Welcome and Overview

Inquiry Tasks

Reflection

Application to Your Work

Closing

The Power of Depth Over Breadth

Depth Over Breadth

“A study of more than two thousand students in twenty-three restructured schools found **higher achievement on performance tasks** for students who experienced what the researchers termed “**authentic pedagogy**” — **instruction focused on active learning calling for higher-order thinking**, extended writing, and an audience for student work (Newmann, Marks, & Gamoran, 1995).” -Darling-Hammond, Ancess & Wichterle Ort

Brain Science

“The brain changes that occur during adolescence heighten teen’s abilities to learn. They become capable of thinking more critically, solving more complex problems, and weighing difficult decisions. The better teenagers become at learning, the more they will adapt to change and thrive over a lifetime.”

-Marilyn Price-Mitchell

Connecting to Questioning

“Deep learning is facilitated through questioning. Rather than giving answers, adults help teens become good learners by helping them identify questions that pique their curiosity. When we help young people make associations between what they are studying at school and the world outside of the classroom, they learn that everything in the universe is connected, that learning is an endless lifelong process.”

-Marilyn Price-Mitchell Ph.D.

Inquiry Tasks

Task Overview

- Humanities: 1920s (Beginning of Unit)
- Math: Crossing the River (Middle of Unit)
- Science/Social Studies: Henrietta Lacks (End of Unit)

Task Directions

- Choose a Task
- Read the Overview and Directions for Your Task
- Engage in Your Task

Participant Reflection

Participant Reflection:

Table Debrief

- As you reflected on your experience, what struck you?
- What questions arose?
- What new ideas have emerged for you?

Educator

Reflection

Educator Reflection

- As you reflected on your experience, what struck you?
- What questions arose?
- What new ideas have emerged for you?

**Whole Group
Share Out**

**Application
to Your Work**

Application to Your Work

- Review the “Unit Design: Stages and Steps” chart
- Identify areas you want to focus on in your planning
- Revise/design higher order thinking and inquiry tasks *work alone or in groups of 2-3

Debrief

Debrief

In thinking about implementing your planning...

- What are you excited about?
- What challenges do you anticipate?
- What questions are you still thinking about?

**Exit
Ticket**

Exit Ticket

On a sticky note, record:

- **Pluses:** What worked for you in this session? What did you enjoy or learn the most from?
- **Deltas:** What did Not work for you? What suggestions do you have to improve this session?
- What questions do you have?

Questions?





482 Congress Street, Suite 500
Portland, ME 04101
207.773.0505
greatschoolspartnership.org

Thank You

Courtney Jacobs
Senior Associate
cjacobs@greatschoolspartnership.org

Becky Wilusz
Senior Associate
bwilusz@greatschoolspartnership.org