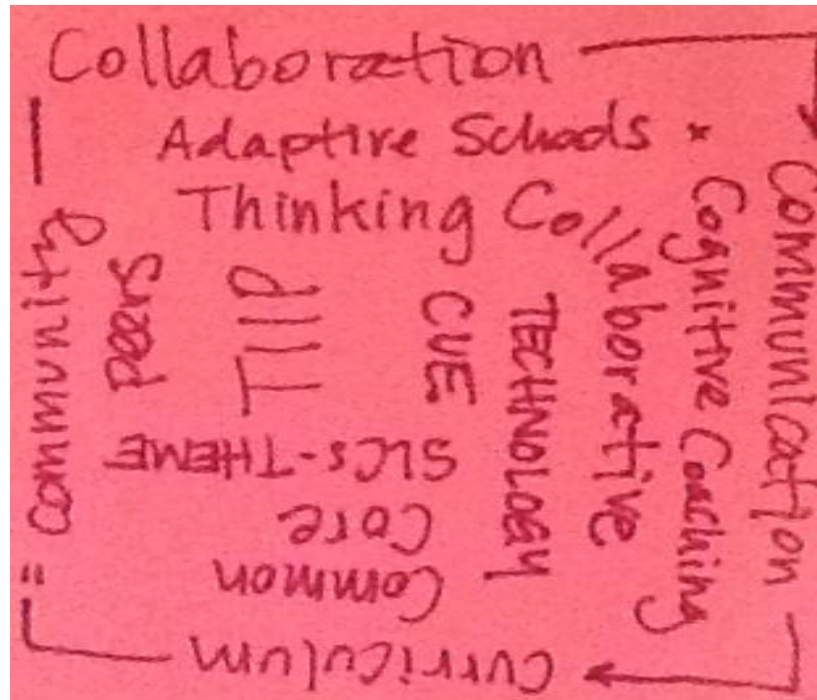# Core Instruction through Inquiry
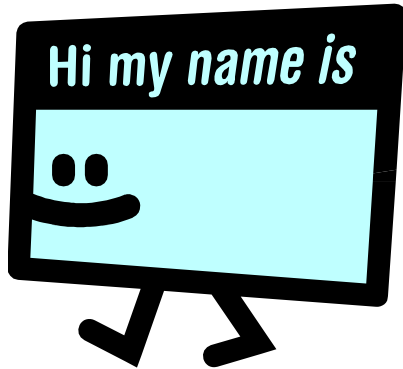

Mariela Andrade

Tracey Calhoun

Samira Dabiri

Mylene Keipp

Objectives

- Share our draft guidebook
- Elicit feedback
- Expand toolkits for inquiry and collaboration

Grounding

- Your name, your role
- Given your role in teaching and learning, what might you hope to discover in this guidebook?
- What is one thought you have about collaboration, thematic instruction, and/or inquiry-based lesson design?
- How do you feel about being here today?

Inclusion Activities

- Set norms of participation
- Focus mental energy in the room
- Answer the question, "Who am I in relationship to this group?"
- Begin the journey from "me-ness" to "we-ness"
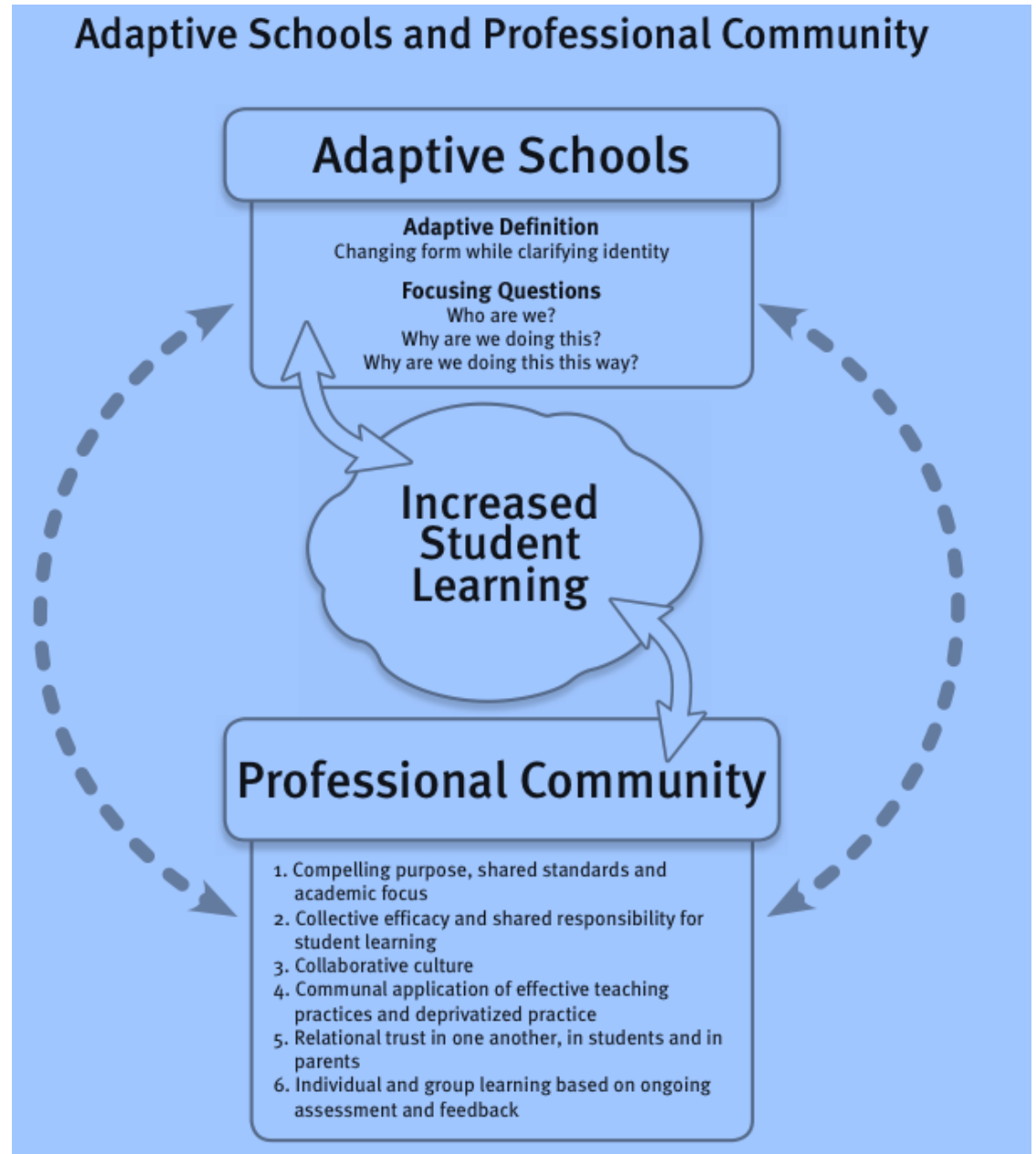
Guidebook Goals
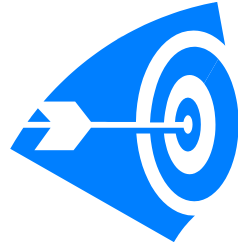
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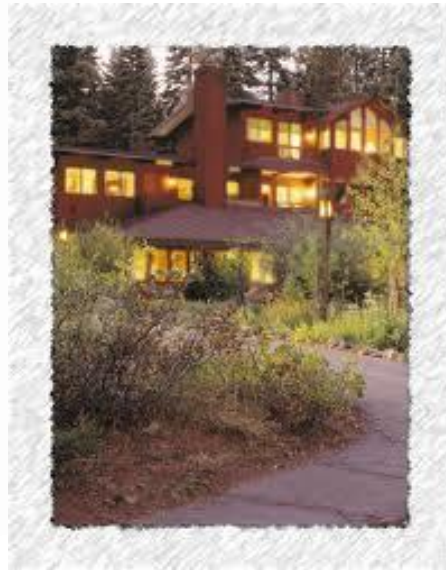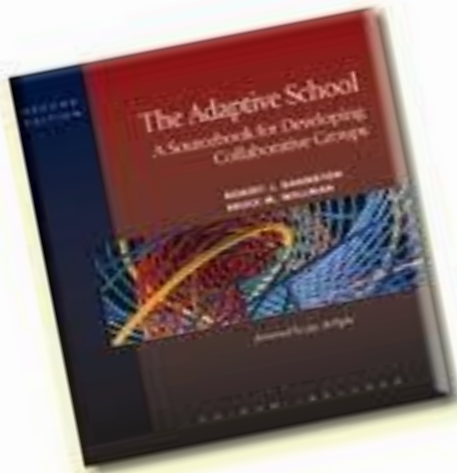
Entering Collaboration

Adaptive Schools and Professional Community

Adaptive Schools and Professional Community

Adaptive Schools

Adaptive Definition
Changing form while clarifying identity

Focusing Questions
Who are we?
Why are we doing this?
Why are we doing this this way?

Increased Student Learning

Professional Community

1. Compelling purpose, shared standards and academic focus
2. Collective efficacy and shared responsibility for student learning
3. Collaborative culture
4. Communal application of effective teaching practices and deprivatized practice
5. Relational trust in one another, in students and in parents
6. Individual and group learning based on ongoing assessment and feedback
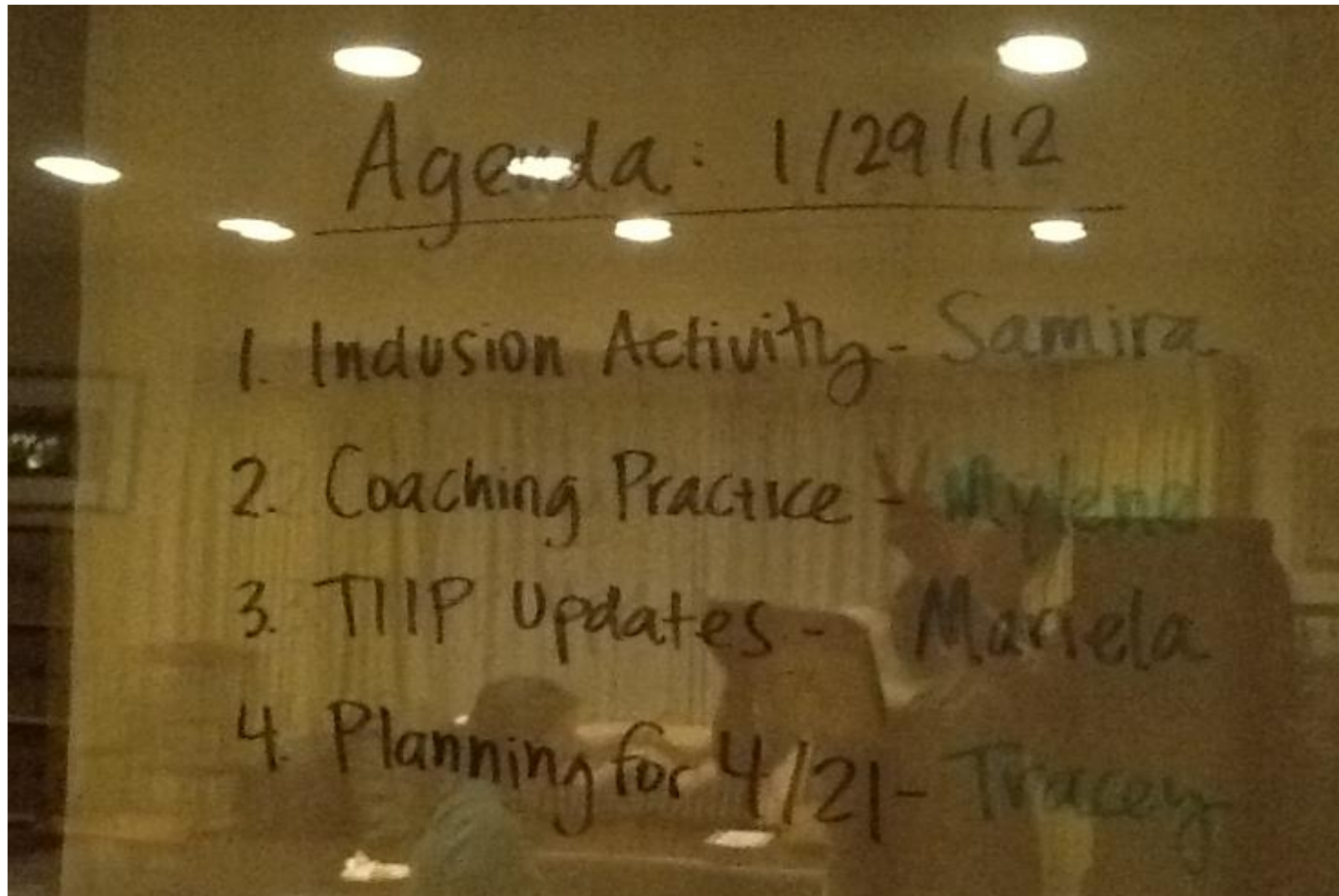
Tahoe!

Co-Developer Robert Garmston

Transferring our Learning
to a Sliding Glass Door

One Tool for Effective Collaboration

Norms of Collaboration
Annotated

1. Pausing
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing
Using a paraphrase starter that is comfortable for you – "So…" or "As you are…" or "You're thinking…" – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions
Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, "What might be some conjectures you are exploring?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.

4. Putting Ideas on the Table
Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea…" or "One thought I have is…" or "Here is a possible approach…" or "Another consideration might be…".

5. Providing Data
Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others
Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions
Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Using Inquiry & Collaboration to Promote Career Pathways within the Small Learning Community Framework

- Small Learning Communities (SLC) are often based on themes that connect to areas of study and potential future careers.

- Currently at Wilson High School, we have 6 SLCs (Agents of Change, Environmental Sciences, Health Science, Business Academy, Fine Arts Academy, and Law/Police Magnet).

- Small Learning Communities' themes provide the lens for personalizing instruction based on student interest.

Career-Pathways in the Core

- Create assignments or projects that address **a real job task** that is **authentic to a specific career**, a task that someone really does in their work life.

- **Develop a scenario or problem statement** tied to real-world roles to allow our students to learn content specific knowledge while still preparing for **21st century skills** needed within the career force.

- Instruction can be further expanded through **interdisciplinary lesson planning** where parts of a project are completed in different classes based on **content specific skills/concepts**.

Samples of how to integrate Career Pathway Projects that are both connected to SLC specific themes and to 9ᵗʰ grade English:

- In an Environmental Science Academy- students can be asked to write a persuasive essay from the perspective of a member of an environmental conservation agency about a current environmental issue or as a director from a private company with a different stance on the same issue.

- In an Agents of Change/Social Justice Academy, students can take on the role of a journalist for a newspaper/magazine and write a persuasive piece about their position on a current social or civil rights issue

- In a Health Sciences Academy can take on the role of a health worker writing up a report on a specific case focusing on the details from beginning to end (narrative).

- In a Business Academy, writing a detailed business proposal to receive funding can be a narrative writing assignment performed in an English class.

Samples of how to integrate Career Pathway Projects that are both connected to SLC specific themes and to content specific standards:
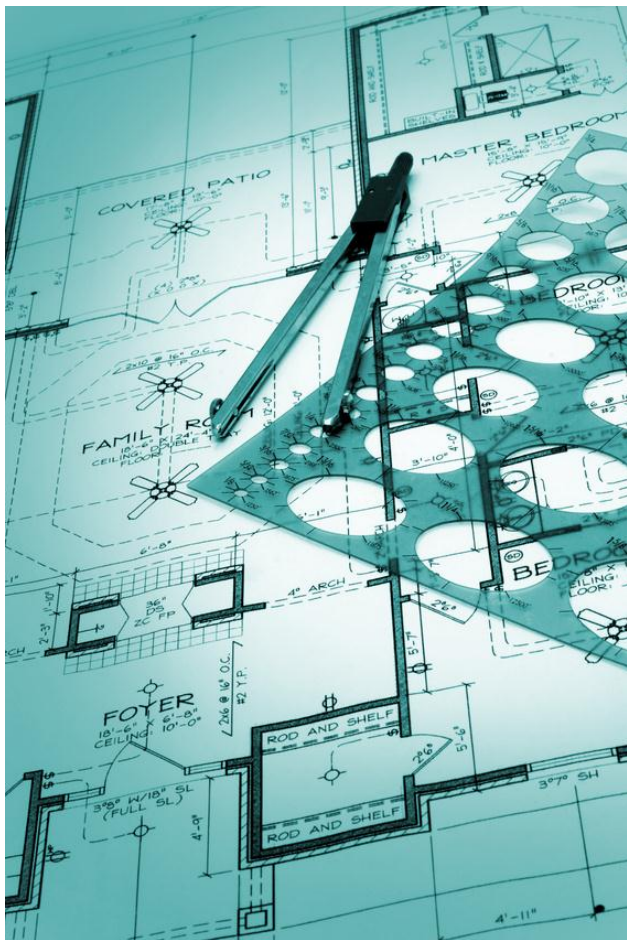
- For geometry class within a Fine Arts Academy, students can take on the role of an interior designer to determine the dimensions of a specific room and how to plan their design and placement accordingly.

- Within an Environmental Science Academy, students can be asked to construct a bird house for a specific species of bird after researching all of the specific patterns and needs of the species (can be interdisciplinary).

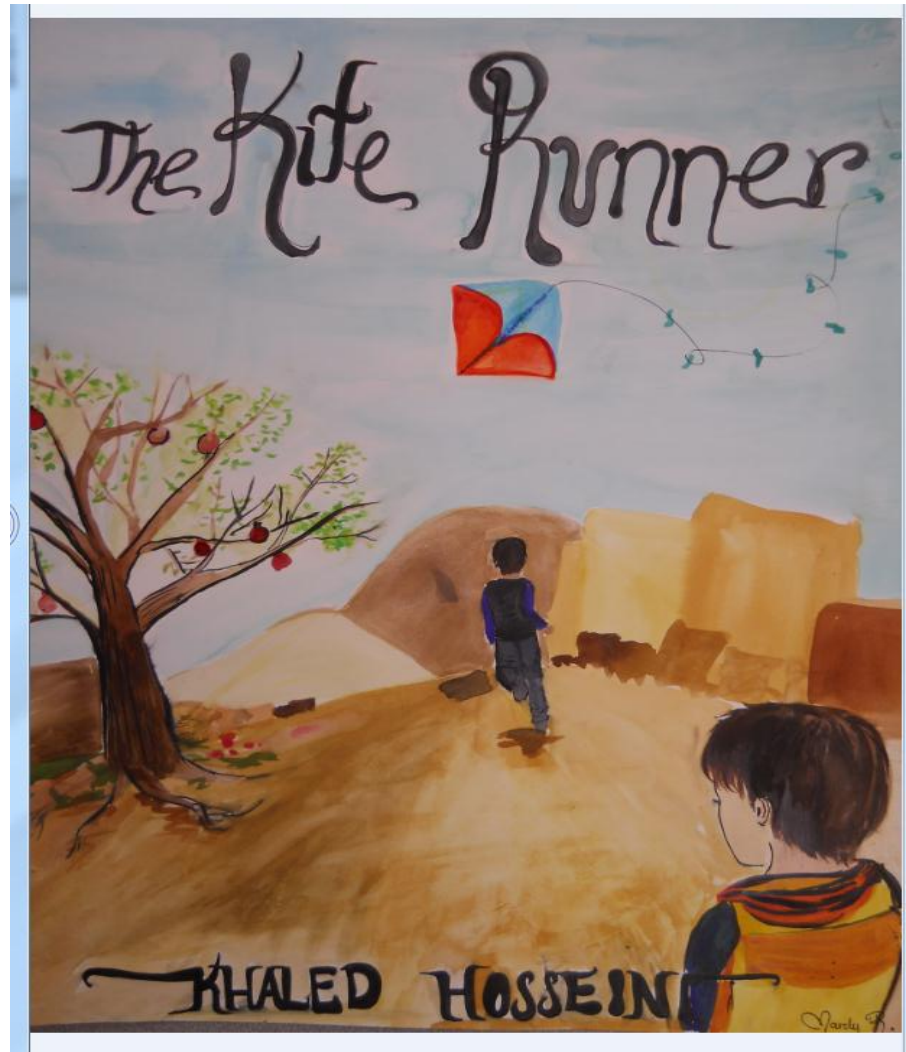# Book Cover Re-Design Project from my Thematic Art Class (Fine Arts Academy)

- Students select a novel that they have read and take on the role of a graphic designer to recreate the cover art using their own original design.

- The novel's theme, mood, tone, etc. must be used to inform their design choices (composition, color, line, etc).

Sample of Student Work

Collaboration

- PLCs

Lesson Design: Why and for who?

- Develop a thematic curriculum
     that is school wide
- Common Assessments
- Increase teacher collaboration and self-efficacy
- Represent both content areas: Interdisciplinary
  – Social Studies
  – English
- Monitor, reflect, and increase student success

How do we approach collaboration? Why this way?

Wilson High School AOC CPT Meeting		AGENDA	
Participants:	Eng & SS Faculty	Date:	November 13, 2012
Meeting Location:	F-6	Start Time:	2:00pm
		End Time:	4:00pm
Purpose	⇒ To establish trust and rapport ⇒ Determine how we can most effectively collaborate ⇒ Establish roles and responsibilities of each PLC member within the unit ⇒ To collaborate and develop day to day lessons		
2 minutes	Welcome & Purpose		*Mariela Andrade* PLC member/Facilitator
8 minutes	Ice Breaker		
30 minutes	Making the Most Tool: Spot Analysis & Here's what/So what/Now what * How might we use PD most effectively to collaborate on curriculum?		PLC Members
60 minutes	Reflecting and Revising Units Tool: Responsibility Charting 1) What is the purpose? *Big picture (assessment) 2) What will we do? *MYP Unit Planner 3) Who will do what? 4) How will we do it? 5) How will we determine success		PLC Members
15 minutes	Providing Feedback Tool: Gots and Wants		
5 minutes	Announcements		

Group Development

Tools/Process

Content

Reflection

Results!

My Dad's immigrant story

The immigrant I am writing about is my dad. His name is Gerardo Salazar and he was born on July 22nd 1968 in Mexico City. He came to the U.S in [...] he was 19 years old. Next I will be talking about his early years in M[...]

Living conditions back in Mexico for him weren't that great [...] and two sisters and lived with both his parents. They lived in a very [...] one point they had to move into a cargo hold train when my grandp[...] station. He struggled a lot to always have food and clothes. My grai[...] and my uncles to sell bread on the street to support the family. The [...] wasn't the best either. He only made it to graduate from middle sch[...] out to try and find a job. Then one day he got the opportunity that w[...] forever, he got the chance to travel to America illegally. His objecti[...] were to find a good job and send money back to Mexico in order to [...] Then one night, he began his journey.

His parents didn't approve of him leaving Mexico, because [...] would miss him a lot and if something bad happened they would ne[...] themselves. They knew though it was for the best. He's the one that [...] was going to leave though, whether anyone liked it or not. He had b[...] America because he wanted to make something of himself. He wan[...] food seller like he was back in Mexico. He wanted to make big mo[...]

My immigrant's interview!

Maria Reyes was born in August 31st, 1976 in Puebla, Mexico which is where she is originally from. Maria was really young when she came to the US, She was just three years old. She left Puebla because her parents wanted to bring her to the US to have a better life.

Puebla was a very poor country. She had little to no f[...] very bad health care. Houses were torn up. They were practic[...] would always find a way to keep their houses standing even i[...] or any old junk that was just laying around. Maria's house flo[...] so were the other people's houses. Some struggles that she ha[...] chores like sweeping, taking out trash, hanging up clothes to [...] She had to see her brother run out to work after school at the [...] would come home would come home and start doing their sh[...] wouldn't feed her until she finished ALL her chores. She wou[...] kids because her parents left her. She was taught to respect ar[...] hard way. Whenever she would be disrespectful she would ge[...] any money to buy herself new clothes or even a new pair of s[...] school because she was much too young. She was just Two y[...] US a year after, when she was three. Her objective when com[...]

Jose Penate

Jose Penate was born November 12, 1953 and is fifty-nine years old now. He grew up in San Salvador which is the capitol of El Salvador which is where his parents grew up in as well. Jose lived in El Salvador for thirty years until he finally left El Salvador to come to the U.S. Jose lived in a small crowded house with four brothers, two sisters, and his parents. He got a basic high school education and only a small amount of college but the education was not as good as hoped for.

Jose was not able to continue his education further, because he had to work to pay for his home and help out his parents. Jose's family was very poor when he was a child and they really needed the money to be able to put food on the table. Besides the family's money issues, Jose had many more challenges growing up that were life threatening. He faced many other conflicts like students were being killed by the army. This forced him to leave his life in San Salvador and come to the United States of America. His objectives were to help his parents, buy a home, make a new and better life, and have a family here in California.
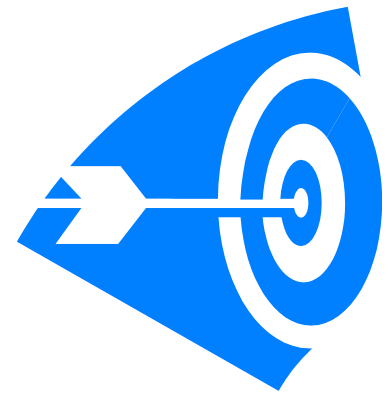
Inquiry
and Professional Community

www.thinkingcollaborative.com

Posing Questions

What patterns are you noticing?

✓ "What are some of the goals we have for this meeting?"

✓ "How will we know when we're successful?"

✓ "As we consider alternatives, what seems most promising?"

✓ "What are some of the insights we might carry forward?"

Guidebook Goals-revisited

Given your role in teaching and learning, what might you hope to discover in this guidebook?

1. **Learning about inquiry, thematic instruction & tools for collaboration.**

2. **Writing and implementation of thematic units.**

3. **Reflecting on the lesson design process**.

4. **Experiences with informal and formal presentations of our learning.**

Feedback, please

- 3 Details you've learned

- 2 Questions you have

- 1 a-ha/insight
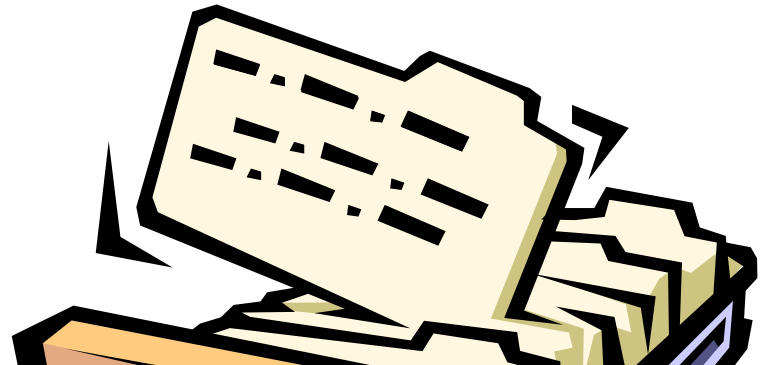
Strategies & Moves

- Grounding
- TAG/TAU
- PAG/PAU
- 7 Norms
- 10-2
- 3-2-1

1. In what ways did today's strategies support collaboration and inquiry?

2. Which one(s) might you try next month to expand your toolkit? Why?

Thank You