



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Essential Questioning in Classroom Practices

Course Description:

This course will help educators harness the use of Essential Questioning with a wide variety of student learners. Essential Questioning is a course that will serve to motivate teachers to examine and enhance lesson planning and implementation practices. Topics that will be explored include: What is an essential question? What are the various types of essential questions that teachers can employ in their classrooms? How can teachers develop curriculum and instruction that includes essential questioning as a cornerstone for higher level learning? Additional topics will include practical applications and strategies that can be used immediately in any and all content areas. Concepts learned in this course will enable teachers to meet the rigor of the Common Core Curriculum and motivate their students to excel with academic goals.

Overall Course Objective and Expectation(s):

- To understand the origins and components of Essential Questioning
- To apply Essential Questioning to the planning of curricula and specific units of study
- To analyze the role Essential Questioning has in formulating best practices
- To evaluate the efficacy of Essential Questioning in developing critical thinking skills
- To create unit and lesson plans that utilize Essential Questioning as a means to meet Common Core Standards and 21st Century Skills

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

- *Essential Questioning defined
- *Origins of Essential Questioning
- *Identifying Essential Questioning traits
- *Appropriate models of implementation

Objectives:

Participants will review the benefits of implementing Essential Questioning
Participants will explore the origins of Essential Questioning beginning with Socrates
Participants will examine specific examples and techniques/implementation models

Impact on Classroom Instruction:

Enhance and apply knowledge of research-based instruction routines
Broaden one's understanding of effective teaching techniques & best practices
Understand concepts of Essential Questioning

Learner Outcomes:

Comparing essential and nonessential questions
Understanding defining characteristics of essential questions
Examining the aim to stimulate thought & to produce engaged learners

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Peer and Instructor-review of current and best practices
Analyze Socratic Method
Application of critical thinking research to classroom practices
Development of lesson outline



Week II

Topic(s):

Characteristics of various classroom questions
Essential Questioning principles and metacognition practices
Essential Questioning in the context of the Common Core
Content-Based Essential Questions

Objectives:

Participants will analyze questioning techniques
Participants will reflect on metacognition practices
Participants will create specific, content-based Essential Questions

Impact on Classroom Instruction:

Enhance and apply knowledge of research-based instruction routines
Broaden one's understanding of effective teaching techniques & best practices
Understand framework to create content-specific Essential Questions

Learner Outcomes:

Detailing specific Essential Questioning techniques
Planning for implementation of Essential Questioning
Examining content-specific Common Core standards
Progression from Concept Categories to Essential Questions

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Peer and Instructor-review of current and best practices
Analyze Six Facets of Understanding
Application of Essential Questioning research to classroom best practices
Development and reflection of classroom questioning techniques



Topic(s):

Classroom EQ Implementation
School Wide EQ Implementation
Troubleshooting techniques for common classroom challenges

Objectives:

Participants will understand detailed process of implementation
Participants will develop response strategies
Participants will analyze probing questions
Participants will begin to design Socratic classroom seminars

Impact on Classroom Instruction:

Enhance and apply knowledge of research-based instruction routines
Broaden one's understanding of effective implementation techniques
Understand framework to troubleshoot common EQ concerns

Learner Outcomes:

Understand undesirable questioning pitfalls
Development of desirable questioning methods and routines
Enhanced questioning and authentic student participation methods
Handling of inaccurate or inappropriate student responses

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Peer and instructor-review of current and best practices
Analyze Probing Questions and Overarching Questions
Application of Essential Questioning research to classroom practices
Development and Reflection of classroom questioning techniques



Week IV

Topic(s):

Classroom Protocols and Procedures Conducive to Essential Questioning
Use of Texts and Other Learning Resources
Assessment Practices
Development of detailed unit plan

Objectives:

Participants will understand how to establish classroom protocols and procedures
Participants will develop assessment practices
Participants will analyze the use of extended learning resources
Participants will design a complete unit of content-based study

Impact on Classroom Instruction:

Enhance and apply knowledge of research-based instruction routines
Broaden one's understanding of effective classroom protocol and procedures
Understand framework to create an effective unit of study
Understand how to revise current plans to reflect EQ best practices

Learner Outcomes:

Understand classroom challenges and pitfalls
Development of desirable classroom behavior methods and routines
Enhanced questioning and authentic student participation methods
Enhanced ability to design rigorous essential questioning routines

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Peer and instructor-review of current and best practices
Analyze classroom procedure
Application of Essential Questioning research to classroom practices
Development and reflection of Essential Question-based units of study