



The  
**Right Question Institute**  
A Catalyst for Microdemocracy

in Partnership with



**Teachers College, Columbia University**  
**525 West 120<sup>th</sup> Street, New York City, NY**  
**Tuesday, August 15<sup>th</sup>, 2017**

We're excited to have you with us at Teachers College to learn best practices in the Question Formulation Technique. We are looking forward to working and learning with you and are excited for all the new discoveries this seminar will yield.

Sincerely,  
Dan Rothstein, Andrew Minigan, and Sarah Westbrook

## Seminar Agenda

**Tuesday, August 15<sup>th</sup>, 2017 from 9:00 AM to 4:00 PM**

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|----------------------|---|
| <b>9:00 – 9:30</b>   | Registration & Breakfast  |
| <b>9:30 – 9:45</b>   | Welcome   |
| <b>10:00 – 12:15</b> | Introduction to the Question Formulation Technique (QFT)<br>Unpacking the QFT & Classroom Examples<br>Preview a QFT Lesson Planning Workbook<br>The Art and Science of the QFT & Facilitation Principles  |
| <b>12:15 – 1:15</b>  | Lunch (on your own)   |
| <b>1:15 – 3:00</b>   | Using the QFT to Engage Learners of All Ages   <i>Barbara Hackett, Laurie Jackson, and Michele Mavrovouniotis</i> <ul style="list-style-type: none"><li>• Work with Question Focus Design, Testing, and Feedback</li><li>• Q &amp; A Discussion with Facilitators</li><li>• Self-organized Working Groups</li></ul> |
| <b>3:00 – 4:00</b>   | Reflection, Evaluation, & Next Steps  |

**Access Today's Materials Online:**

<http://rightquestion.org/educators/seminar-resources/>

## Facilitator Bios

### Right Question Institute – Cambridge, MA



**Dan Rothstein**, is co-author of *Make Just One Change: Teach Students to Ask Their Own Questions*. Dan's work focuses on honoring the work of educators who are driving a movement to help all students learn to ask better questions. His keynotes and seminars have engaged many audiences, including the Library of Congress, Harvard Medical School, Brandeis University, Google, and Microsoft. His work has been featured on NPR, Education Week, and Educational Leadership. Dan's earned his B.A. at Harvard College and his doctorate at the Harvard Graduate School of Education where he also was a Teaching Fellow and an Editor of the *Harvard Educational Review*. Dan was a Fulbright Scholar and one of very few non-academics to be chosen as a National Academy of Education Spencer Fellow. Dan is the co-author of a new book on the Right Question School-Family Partnership Strategy.



**Andrew Minigan** is RQI's Director of Strategy, Education Program. As a part of his work with RQI, he is leading the Sir John Templeton Foundation funded Million Classrooms Campaign. The campaign aims to ensure that the Question Formulation Technique is used to nurture student curiosity and to develop students' critical thinking skills in a million classrooms by the year 2020. Andrew has designed empirical studies and has published in the field of developmental psychology and education. In addition to his work on how children learn to ask and use their own questions, he has studied theory of mind and autobiographical memory. He conferred an Ed.M. in Human Development & Psychology from the Harvard Graduate School of Education and a B.A. in Psychology from the University of New Hampshire where he was also a Fellow in the College of Liberal Arts. Follow him on Twitter @AndrewRQI.



**Sarah Westbrook** is a former high school English teacher who is now RQI's Director of Professional Learning for education programming and the Million Classrooms Campaign, which aims to expand the use of the QFT to one million classrooms by 2020. During her years of teaching in Boston area public schools, Sarah developed a passion for advancing equity and success for all students and a deep appreciation for the innovative, dedicated work fellow educators do every day that often goes unseen. She holds a M.A.T. in English Education from Tufts University and a B.A. in English from Bryn Mawr College. Follow her on twitter @rightquestion for the most up to date articles, resources, and classroom examples.

## New York City Department of Education



**Barbara Hackett** has been in the educational field for 23 years. For the past three years, she has served as an Interschool Teacher Development Coach working with 15 schools to facilitate professional learning sessions with teams of teachers. She conducted non-evaluative classroom visits and engaged teachers in coaching conversations related to pedagogy and its impact on student learning outcomes. This past year, she focused on how the Question Formulation Technique could be leveraged to increase teacher investment in professional learning and collective problem solving. The QFT was used to promote a cycle of learning where discussions were based on questions formulated by the teacher team creating a learning environment that allowed each member of the team to choose their own path of learning.



**Laurie Jackson** has been an educator for grades K-8 for 16 years. Her current role is an Interschool Teacher Development Coach for the New York City Department of Education. As a teacher supporting teachers, using the Question Formulation Technique as a coach has helped her support students and teachers to develop a focus on inquiry and understand the importance of questions rather than just the answer. She looks forward to continuing the use of the QFT in all spaces as she continues her educational career. She will receive her School Building Leadership License Certification from Stony Brook University in the summer of 2017.



**Michele Mavrovouniotis** has been a New York City educator for 28 years. In the past four years as an Interschool Teacher Development Coach (TDC), Michele has partnered with teachers and school leaders to deepen their knowledge of effective pedagogical practices, assessment of student progress, and use of the Danielson Framework for Teaching to help them reflect and grow as they meet their students' needs. In response to teachers' requests for professional learning to enhance classroom discussions and increase student-generated questioning, the TDCs began studying and practicing the Question Formulation technique. Teachers soon discovered QFT deepened student understanding of the important concepts of the discipline and lead students to taking ownership of classroom discussions. Michele's only regret is that she didn't know the QFT while she was still a classroom teacher.

## Acknowledgements

We are delighted to be here in New York City at Teachers College, Columbia University. We would like to thank Teacher Residents at Teachers College for graciously sharing their space with us and to Andrew Ahn and Caitlin Thomas for their support and guidance which made this event possible. We would also like to thank our own Luz Santana, Siyi Chu, and the 2017 RQI Summer Fellows for all of their work behind the scenes in planning this seminar.

We are deeply grateful for the generous support from the following funders who have helped make this Seminar possible:

The Sir John Templeton Foundation      The Whitman Institute      The Hummingbird Fund

We are also very grateful for strong support of the Right Question Institute over the years that has been provided by:

The Rockefeller Brothers Fund	The Germanacos Foundation
The McLeod BlueSkye Foundation	Mary and Ted Wendell
Diane Englander and Mark Underberg	Ellen Paradise Fisher and Franklin M. Fisher
Stephen Quatrano and Doreen Karoll, M.D.	The Germeshausen Foundation
The Nellie Mae Education Foundation	Jane's Trust

All of the work of the Right Question Institute across many fields and communities is made possible by the strong financial and programmatic support of RQI's Board of Directors:

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Sarah Westbrook, Director of Professional Learning, Education Program  
Siyi Chu, Program Associate

### **RQI 2017 Summer Fellows**

Katherine Cabral, Bates College  
David Shin, Amherst College  
Rachel Sokolov, University of Michigan

We would like to acknowledge the valuable role played by Harvard Education Press (HEP) in making the QFT available to a wide audience through the publication of *Make Just One Change: Teach Students to Ask Their Own Questions* (2011). We'd like to thank ASCD for their role in sharing the full Right Question Strategy and publishing our book *Partnering with Parents to Ask the Right Questions* (2016).



We would also like to thank Nathan Rothstein and Project Repat (projectrepat.com) for their generous support of our work this year.

The Right Question Institute launched The Million Classrooms Campaign in 2015, which aims to expand the use of the QFT to develop students' thinking abilities and spark curiosity in one million classrooms by 2020. The Million Classrooms Campaign is part of a larger project made possible with the support of a generous grant from the Sir John Templeton Foundation for "Activating and Demonstrating Greater Curiosity by Learning to Ask Questions."



We are deeply grateful for the enthusiasm and energy of over 250,000 educators worldwide who are using and sharing the QFT. They have made this goal possible more quickly than we could have ever predicted. Every day, we continue to learn from their innovation, creativity, and dedication to teaching students how to ask their own questions. Learn more about the Million Classrooms Campaign: <http://rightquestion.org/mcc/>

Finally, we send a very special thanks to Barbara Hackett, Laurie Jackson, and Michele Mavrovouniotis for sharing their expertise with all of us here. We are grateful to have them leading our program today.