

HIGHER ORDER THINKING SCHOOLS
strong arts arts integration democratic practice



Sea Tea Improv will appear at the 21ST Annual HOT Schools Summer Institute.

HOT SCHOOLS SUMMER INSTITUTE JULY 14–18, 2014

Wesleyan University, Middletown, CT

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"...five of the most important days in an educator's year!" are just around the corner. The 21ST Annual Higher Order Thinking Schools Summer Institute is a nationally acclaimed, weeklong residential conference packed with renowned speakers, interactive workshops, performances and sequential learning tracks. This year's theme: **THERE IS NOTHING COMMON ABOUT OUR CORE** highlights the theory, strategies and practices at the HOT Schools program's core.

While our nation's educators are abuzz with reactions to Common Core State Standards (CCSS) – HOT educators are finding that by engaging in the HOT Approach - strategically linking learning in the arts to learning across the curriculum - their students are motivated and engaged in deep learning of all subject matter, higher order thinking, creativity and teamwork, and they are well equipped to meet lofty goals set by CCSS.

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Constructing a Wall of Connections

—Calob Cooper, Grade 7 Student & Nicole Masciana, Grade 8 ILA Teacher, Lincoln Middle School



Lincoln Middle Schools students constructed a wall of connections inspired by worldwide events.

Lincoln Middle School is Meriden, Connecticut's only Higher Order Thinking (HOT) school. The HOT Approach is evident in this arts integrated lesson which promoted creative problem solving and student collaboration. Students were provided with the resources and time to learn and respond through the arts.

Eighth grade students at Lincoln Middle School read the novel *The Secret Life of Bees* by Sue Monk Kidd. In the story, a character mentions the Wailing Wall in Jerusalem and how it is a place for people to pray and release their worries and troubles. The novel inspired two Integrated Language Arts (ILA) teachers and their students to create their own Wailing Wall in which students would release their worries into the wall much like the character in the novel.

Miss Nicole Masciana and Mrs. Martha-Anne Noonan (both grade 8 ILA teachers) came up with the idea to make a team Wailing Wall. The students were given several options in order to

create their “rock” that would later come together to build the wall. Students could write a journal entry as a character from the novel, sketch an important scene or symbol, or they could use technology to create a collage or Wordle (internet-based website for digital collaging). Students were also given a free choice option to create something of their own. They completed their projects on paper in the shape of a rock. When they were finished, the rocks were assembled onto a long roll of paper to build the wall.

The students’ work was so inspiring that teachers decided to continue the wall project into the next unit: Martin Luther King, Jr. Students created another rock and added it to the wall.

Then, in an attempt to take this project to a worldwide level, Miss Masciana and Mrs. Noonan had a group of accelerated students research information about four different walls from

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We're Luckier: A Teaching Artist's View

—Leslie Johnson, Connecticut Office of the Arts Teaching Artist

It's 6:00am. My car is loaded with art prints, musical instruments, books, a CD player, a portable microphone system and props. My big black bag is stuffed as usual, with pencils, poetry, art supplies, flash drives, scratch-n-smell stickers and a couple of vanilla PowerBars. As my travel coffee mug steams in the cup holder, I punch in the day's destination on my GPS. And no matter how long the drive ahead of me, I feel a surge of excitement as I envision the day to come—learning and laughing and creating with students through the arts. When it comes to rewarding work, there is only one thing better than beginning another day as a Teaching Artist: and that's when my destination is a Connecticut HOT school. Almost twenty years ago, when I signed up for my first HOT Schools Summer Institute, little did I know that the HOT Schools program would lead to the most rewarding work of my Teaching Artist career.

My most recently completed HOT Schools Teacher/Artist Collaboration (TAC) is a case in point. Our topic was endangered species, and the Strong Arts component of the TAC was creative writing. During our planning meetings, the teachers and I decided our objectives would be to increase the students' science knowledge on the topic while also building English Language Arts (ELA) skills and confidence in public presentation. When I arrived for my first day, the students were already excited about our project. Each student had selected one endangered animal on which to become an expert and they were raring to go. I wasn't surprised; after all, this was a HOT school, and their HOT school teachers' enthusiasm was contagious!

This TAC was full of anecdotes that show the power of learning through the arts. One day when we were working on fictional animal folktales, I noticed Tyler slouched in his seat, his hand rest-



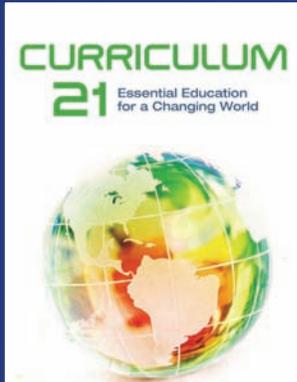
Leslie Johnson and students during a TAC

ing limply on his motionless pencil. He liked his folktale idea, "How The Panda Got Its White Fur," but was stuck on the middle. I asked him to tell me something he knew about pandas. He said, "They like bamboo." I wondered out loud what bamboo actually looked like and how pandas ate it. Tyler answered, "I have no idea." I talked with Tyler for a little while about how, when I'm working on my own fictional stories, I often use research and facts to give me ideas. He nodded, and his teacher helped him get started with a new research source online about bamboo forests and pandas. I moved on to work with other students and when I glanced back at him I could see him leaning forward with intensity, absorbing the images and text on his computer screen, then briskly writing away. I could see it: he'd found his idea, and now he was running with it.

Tyler resolved his story plot (Peter the stubborn Panda insisted on climbing to the top of the tallest bamboo tree in the forest to reach the very best leaves and stayed up there eating so long that the clouds stuck to his face and stomach), and in the process he learned facts about why pandas have to eat so much bamboo every day (40 pounds!) and how deforestation has contributed to the pandas' endangered status. As so often happens with arts integration, the artistic process motivated his desire for curriculum content

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HOT Resources

CURRICULUM 21*Essential Education for a Changing World***Heidi Hayes Jacobs**

What year are you preparing your students for? 1973? 1995? Can you honestly say that your school's curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today? With those provocative questions, author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K-12 curriculum.

www.barnesandnoble.com

Build a Professional Learning Network (PLN) on Twitter

—Amy Traggianese, Arts Essentialist & Site Coordinator,
Samuel Staples Elementary School

All right, I admit it. I am a Twitterholic. As I check my Twitter feed these days, I've been thinking and reflecting: How did I get to this point in my professional growth using Twitter for PD? How could I learn so much online?

Fall 2011 I attended a *Twitter for PD* session at an educational technology conference. The presenter spent most of the time telling us about how she had her students tweet in class on iPod touches. I didn't get it. The next day I created a Twitter account and sent my first tweet to a friend. I played around with it a bit but did not understand how this was going to work for me. I followed my 21-year-old son, a few museums and a few friends. Twitter was not very exciting at this point.

2012 I had a discussion with my son. "So what is with this Twitter thing? I still don't get it!" He told me I could get local and world news more quickly on Twitter. Hmmm. I followed some local news stations. I used Twitter for news updates successfully through a few severe storms which produced power outages we endured for up to a week! "Ok," I thought, "maybe Twitter can be useful."

Winter 2013 I did not use Twitter at all as I still thought of it as a poor use of my time.

Spring 2013 I was lucky enough to be one of fourteen teachers in my school to be given an iPad. And I remembered something from that 2011 *Twitter for PD* session. Didn't that presenter say that I could learn from others with Twitter? It was time to go online and figure out how to do it.

Having my own iPad also prompted me to start using the shared student iPad cart. My students used Wixie, an online, cloud based program to draw and save their drawings. We had to use this program because there was no other way to get student work off of the shared iPads. We were sharing devices that were not meant to be shared, and email was disabled. I needed to research ways to remove student work easily. Why have students create something if they can't get it off of the device?

Summer 2013 I looked for educational technology experts online and followed them on Twitter. I learned that effective technology integration is achieved when it supports curricular goals. I discovered how to



Next Issue: L'Ana Burton's HOT moves

HOT SCHOOLS DIRECTORY

Alcott Elementary School
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Norwalk

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New Haven

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Easton

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Being a HOT School

—Liya Jose, Grade 5 Student, Martin Elementary School

Here at Martin Elementary we are a HOT school which stands for Higher Order Thinking. We learn through the arts so that means we have Informances, Enhanced Curricular HOT Opportunities (ECHOs) and Town Meetings. These exciting events help us learn through the arts and get our brains working. I think that they are fun. We get to watch and learn through art, music, acting and other forms of art.

Every month we have something called Town Meeting. It is where everyone gets together in the gym. Each grade goes on stage and does a performance about what they've been learning about recently. It can include acting, singing and movement. Twice a month we also have ECHOs. There are 21 different choices and every



Martin Elementary students explore matters of the heart during an ECHO.

student gets put into an ECHO. There are about 15 kids in each group. Each group has a subject that they work with. For example, "Art with a Heart," "Student Council" and "A Helping Paw." "A Helping Paw" makes things and does activities to help animals. We also have performances in addition to ECHOs and Town Meetings.

At Student Council we are working on the Heifer Project. It is an organization that works on ending hunger and poverty through giving animals to families in need in other countries. We raise money to buy animals that the Heifer Project can give to families. This year, we have raised about \$651.

Being a HOT school means that we learn through the arts and that's fun! We get to act, sing, dance and enjoy the arts through learning. I like Martin's being a HOT school!

Integrated Day Charter & The Quality of Joy

—Doe Boyle, Connecticut Office of the Arts Teaching Artist



In a long, trim, red-brick factory building tucked neatly on a bluff on the eastern banks of the Thames River in Norwich, the Integrated Day Charter School (IDCS) houses more than 300 fabulously lucky schoolchildren who all argue that their school is both HOT HOT HOT and the coolest place ever. Once, this factory produced Thermos bottles; now, it produces some of the happiest and most productive students in the state of Connecticut.

An independent charter school within the Norwich public school system, IDCS has long embraced passionate and practical philosophies about alternative education. But recently, with fifteen years of success behind them, IDCS was designated a HOT School by the Connecticut Office of the Arts, an honor that recognized its noteworthy arts and content integration, the democratic quality of its school environment, and its focus on arts residencies. The first charter school in the state to be named a HOT School, this distinction, bestowed in 2011–12, provided IDCS with an increase in arts residencies, exceptional opportunities for professional development, and support for Teacher/Artist Collaborations (TACs).

Arts Everywhere, All the Time

So what does this all look like? Well, it looks like HOT STEAM rising—merry molecules of Higher Order Thinking skills rollicking and rolling just like the steam that, early in the twentieth century, drove the machinery of this factory. Now, the 21ST century engine that pushes nearly every activity

in these bustling halls is STEAM: Science, Technology, Engineering, Art, and Mathematics. These are everywhere at IDCS—and they are evident in the form of the student art that fills every wall and table.

But art is not just on the flat surfaces of IDCS. It dangles from girders and pipelines and reading lofts; it blossoms in the school gardens, and it glistens in mosaics crafted from glass beads and polished stones. It beams from the smiles on student-made heritage dolls in teacher Corinne McOmber's grades 1 & 2 class. It spins in hand-crafted pinwheels, and it grins from painted face masks. In "auto-biodoodles" that celebrate the individuality of each and every student in a class of 7th and 8th graders, it charms the heart of every visitor. Truly, no space is unadorned. Everywhere the visitor looks, art is the means by which student learning is measured, documented, and celebrated.

No signs of quiet conformity quell the swirl of energy here. IDCS produces young scholars who master rigorous academic content with joy and enthusiasm. In its art room, guided nearly invisibly by the gentle hand of teacher Deb Griffith, student Luke Briggs balances a palette of hand-mixed colors as he paints tall panels of scenery for an upcoming production of *Treasure Island*. His classmate, working nearby on a personal research project that is one of the hallmarks of the school, says that she can set her

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2014 HOT Schools Summer Institute *continued*

The HOT Schools Summer Institute builds a community of practice that networks and develops those interested in teaching and learning in, about, and through the arts using the HOT Approach, highlights the value of learning communities that include parents and local arts resource partners, fosters collaboration and provides educators skills and strategies to advance learning through differentiated instruction to stimulate students' curiosity, ignite their sense of wonder, and steer students toward a journey of lifelong learning.



Summer Institute presenters: Student Voice Collaborative

At the core of HOT Schools is a delivery system that provides teachers, teaching artists, administrators, parents, and arts organization educators vital professional development, resources, tools and strategies to develop, deepen and expand effective practices in arts education, arts integration, school culture change, and leadership development.

Has Common Core and SBAC got you down? If you need to be refreshed and energized and reminded of why you teach then join us at Wesleyan University July 14–18 for the 21ST Annual HOT Schools Summer Institute because there truly is **NOTHING COMMON ABOUT OUR CORE!**

HOT Schools is a program of and the Summer Institute is presented by the Department of Economic and Community Development, Connecticut Office of the Arts in partnership with Wesleyan University's Green Street Arts Center, with support from the National Endowment for the Arts.

Constructing a Wall of Connections *continued*

around the world: The Wailing Wall in Jerusalem, The John Lennon Peace Wall in Prague, The Vietnam Memorial Wall in Washington, DC, and The Wishing Wall at the House of the Virgin Mary in Turkey. These students summarized their research, added photos, and these projects were also posted on the team wall.

To wrap up the wall project, teachers planned a day for a closing reflection. Together with their students, they reviewed the information about each of the four special walls, had students walk around and examine their team wall, write about their reactions to seeing the wall, and reflect on the novels that inspired it. Then, students were given two slips of paper. On one, students were asked to write down a wish or worry that they had. On the second, to write about one of their heroes or write song lyrics that inspire them in some way.

The project was a wonderful experience in which the students got to know one another in a different way and were able to have rich conversations about topics and people that are meaningful to them. Nicole Masciana stated, "It was especially nice for us, as teachers, to see a different side of our students and break free of the traditional classroom setting." Students added that... "it was a great way for the whole team to come together", "new and unique", "different" and they "liked being able to see everyone else's artwork".

Through the HOT Approach, students were not only able to learn about the various walls and their meanings, but were also challenged to use critical thinking skills in order to achieve an artistic representation of the knowledge that was gleaned from the lessons. The Wailing Wall is currently up on display in Lincoln's Times Square lobby and is a semi-finalist for this year's Meriden Exemplary Achievement Award.

We're Luckier: A Teaching Artist's View *continued*

knowledge, and the curriculum content knowledge in turn inspired his artistic process.

At the beginning of the TAC, Tyler was a reluctant writer who struggled when it came to elaboration in his writing. By the end of the TAC, Tyler had written an entertaining folktale with sensory detail, figurative language, and vivid active verbs, not to mention a solid expository research report and a persuasive editorial about what humans can do to protect the pandas' environment. For Tyler the best part was when the class voted for his folktale to be performed during our sharing day for the school and parent audience. I loved the way his eyes widened in happy surprise when the teacher announced the decision.

Along with our creative writing projects, the teachers and I also tapped into the Multiple Intelligences through other art forms to actively engage each student in our project. We performed our Earth Day poetry using musical instruments for soundscapes. We choreographed an "endangered animals dance" with each student contributing action words and movements to represent his or her animal. With the school's Arts Essentialist, the students made animal sculptures and three-dimensional habitats. Theater exercises helped us learn how to use body language details to express emotion in stories, and we brought our original folktales to life with classroom theater.

Different students shined on different days and class members became a community as they collaborated artistically. As one student Luciana wrote in her TAC reflection, "This experience helped me learn a lot about my animal, but it also taught me a lot more. It taught us to work together. It taught me to take into consideration others' thoughts, and not to embarrass one another."

The reasons for HOT Schools' continued success are many, but here are three that stand out to me as a Teaching Artist:

Planning Time and Teamwork In-depth planning, assessment and reflection are what distinguish a HOT Schools TAC. Teachers and artists work closely together, creating detailed lesson plans that target specific student needs, school goals, and state standards.

Professional Development Summer Institutes, Mini-Institutes, Leaderships, and special training sessions for Teaching Artists continually enrich and enliven my repertoire. Each year, timely HOT Schools workshops with nationally renowned facilitators help me grow and evolve with current educational theory and practice.

Peer Networking Across the artistic disciplines, the Teaching Artists of HOT Schools know and care about one another, and HOT Schools gatherings are like our own portable faculty lounge where we come together to share. Thanks to the HOT Schools network, I have an endless resource of ideas, knowledge, and support that comes from my fellow Teaching Artists.

So what do these qualities add up to—high-quality learning experiences for our Connecticut students. And joy. I think that's probably what hooks us Teaching Artists from the beginning and keeps us going in the end: that thrill when we witness the joy of creativity come alive in our students.

I remember my very first HOT Schools residency, many years ago, at a rural school in Preston, CT, working with one of the school's third grade classes to build their writing and reading skills through the arts. One day about halfway through the residency, during the transition back from lunchtime, I saw two girls by a classroom window, looking out at one of the other classes on the playground. "Look at them," said one of the girls, "they get extra recess." The other girl squinted her eyes, tilted her head and replied, "Yeah, but *we're luckier*. We get the *artist*."

Building a Professional Learning Network... *continued*

Amy's Twitter feed features students' art.

create innovative lessons, increase student engagement, and mirror my iPad for demonstrations. This research was like taking a technology integration class, for free, at my own pace.

Fall 2013–Today After discovering how much I could learn with Twitter, I knew I needed to find more people to follow. I looked at the educators I was following. Who were they following and interacting with? Which hashtags (#) were they using? I discovered the hashtags that I needed to find other educators with my interests:

HOT Schools Summer Institute #HOTSSI2014

HOT Schools #HOTSchools

educational technology #edtech

arts education chat #artsedchat

arts education #artsed

arts integration #artsint

The key to Twitter is finding the right hashtags to use and follow. Search “educational hashtags” online to find the ones that interest you. Then go to twitter.com/search, put them in the search box and see what comes up! You don’t even have to join Twitter to do this search. Access ideas connected to your professional interests and take ownership of your own learning. Experience differentiation as a learner.

Want to join in? Follow me at @atragg. And follow HOT Schools at @HOTSchools. Let’s have discussions, learn together and challenge our thinking.

HOT SCHOOLS
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Principal, Samuel Staples Elementary, Easton

Pamela Tatge

Director, Center for the Arts, Wesleyan University



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Integrated Day Charter & The Quality of Joy *continued*

own goals here, that she can get ahead by doing more than what is required of her. Back in the set production area, seventh grader Felipe Ramirez, a student at the school for seven years, sums up the IDCS ideal in a simple but poignant way: “You can have a good day here,” he says, “without being bothered.”

Transformation as a Daily Imperative

Now at full capacity, with a plump waiting list of hopefuls, IDCS, with school director Anna B. James at its helm, has vision and mission statements that inspire its faculty, students, and parents alike. The philosophy of the program “recognizes that to be actively involved and truly engaged, a learner must have input into both the content of the learning as well as the process by which the knowledge is acquired.” Curiosity and imagination are finely polished tools at IDCS, and IDCS students are intrinsically motivated to incorporate new knowledge creatively and to tackle and solve problems in agile, effective ways.

Transformation is the underlying imperative of every lesson, of every shared and individual experience. Science teacher Julia Cronin, herself a model of rigorous but play-filled inquiry, has a special touch with the seventh and eighth graders in her care. A chemist once employed at Pfizer, she now squires heterogeneously grouped teams of learners through interactive experiments and inquiry-based discoveries about plate tectonics and seafloor spreading, gravity and friction, carbon dating and genetics. In her classes, each student creates a multi-faceted lab book that records data, stores facts, and honors the importance of questions that each student seeks to answer.

Special education teacher Peter Kiefer employs similar differentiated problem-solving strategies that ensure student growth. “The distinguishing characteristic of a HOT resource room is the thoughtfulness of the instruction,” he explains.

“The approach is not just a guide or manual to achieving certain test scores. It is encouraging kids to think—and to do that through a creative process.” It’s clear that all faculty members share the same initiative: to impact the quality of student thinking by offering meaningful tasks and challenges and providing formative, immediate, productive feedback.



IDCS students practice horticulture.

A Bridge to Somewhere

In Jason Deeble’s math class, for instance, triangulation is understood through a hands-on engineering project wherein plastic-straw bridges, designed by collaborative pods of students, are tested for their weight-bearing capabilities. The process—and the hoots and hollers and cheers that accompany the testing—leave no doubt of student learning and engagement. Jason confides that, for him, behind every HOT lesson is another powerful motivation: “Helping to create a successful American workforce” is his daily imperative.

With IDCS’s innovative methods and unique and varied approaches to student learning, that goal seems highly attainable. Evidence of student learning is gathered in traditional ways at IDCS—mastery test scores, for instance, point at students’ achievements and may predict their future successes. But, in the meantime, before those students graduate, one other reliably measurable quality makes IDCS outstanding. It’s a palpable essence that fills every classroom and each redbrick factory corridor. At IDCS, that signature quality is joy.

There is
Nothing
common
about
our core



HIGHER ORDER THINKING SCHOOLS
strong arts arts integration democratic practice

The 21ST Annual Higher Order Thinking (HOT) Schools Summer Institute will highlight the HOT Approach as a reliable keystone for employing instructional practice that cultivates critical, creative and innovative thinkers, inspires and motivates educators, and sparks the joy in teaching and learning. Join us July 14...18, 2014 at Wesleyan University, Middletown, Connecticut. Our guest speakers will include...



AMY LEITDKE teaches people about design, communication, empathy, creativity and collaboration, skills that help propel 21ST century innovation. Amy is a faculty member in the Department of Industrial Design at Rhode Island School of Design (RISD) and is the author of *RISD Design Connections: Curriculum Tools for Design Education*. Amy is also a faculty member at SmART Schools, which provide K-12 educators with professional development opportunities.



CLINT SMITH teaches English at Parkdale High School in MD. In 2013, Clint was named the Christine D. Sarbanes Teacher of the Year by the Maryland Humanities Council. He is profiled in the book *American Teacher: Heroes in the Classroom* as one of the top 50 educators in the nation. Clint is an Individual World Poetry Slam finalist and a member of Washington DC's National Slam Poetry team. He begins work on his Ph.D. in Education at Harvard University this fall.



GINA BARRECA author of *It's Not That I'm Bitter: How I Learned to Stop Worrying About Visible Panty Lines and Conquered the World* has appeared on 20/20, CNN, the BBC, NPR and Oprah to discuss gender, power, politics, and humor. Her columns from *The Hartford Courant* are nationally distributed. She's a Professor of English and Feminist Theory at the University of Connecticut. Gina can be found in the Library of Congress or in the make-up aisle of Walgreens.



SUSAN ENGEL is the co-founder of an experimental school in New York State, where she oversaw all aspects of educational practice for 14 years. In 2007/8 she published a series of columns in *The New York Times* describing how teachers solve problems. She is Senior Lecturer in Psychology at Williams College. Her research has focused on the emergence of narratives, children's autobiographical memory, imaginative processes in childhood, and the development of curiosity.

...also featuring Jazz for Young People at Lincoln Center Ensemble, Ari Sussman, Patty Bode, Michael Moschen, Scott Shuler, The Joe Levano Trio with Judi Silvano *and more!*

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