LETTING YOUR CLASSROOM BLOOM: USING QUESTIONING AND DISCUSSION FOR COMMON CORE MASTERY

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Leading Our Profession
Leading Our Profession

Competency Level:

Foundational

Themes within the competency that will be addressed:

– Builds capacity for continual improvement and learning

– Shows educational leadership and understands union’s role in student learning and leading our professions

– Analyzes and applies research, policies and trends
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Enhance your classroom discussions with students
  – Empower students to take on more of a leadership role within the classroom
  – Grow your students into critical thinkers
  – Improve student test scores
  – Improve your professional evaluation (Domain 2 & 3)
Please complete the evaluation for this breakout session!
Reflecting on Our Practices

Using Questions to Guide Instruction

Preparing Students to Lead Instruction

Wrap up/Questions
Where do we go from here?
TRADITIONAL

• Teacher leads discussion.

• Teacher justifies why the students need to pay attention.
• Teacher assesses students on what s/he has deemed the most important information presented.
There is more learning in the question itself than the answer.

- Andrew Weremy
QUESTION-BASED LEARNING

• Teacher facilitates discussion based on learning objectives.

• Students justify why they need the information.

What am I going to learn today?
QUESTION-BASED LEARNING

• Students create assessments on what they perceive is the most important information.
Resolutions? Me??
Just what are you implying? That I need to change?? Well, buddy, as far as I'm concerned, I'm perfect the way I am!

Why change??
Benefits of Question-Based Learning: **Teachers**

- establish a more rigorous classroom setting with high expectations
- have a more dynamic and engaged student population
Benefits of Question-Based Learning: Teachers

- have a higher probability of receiving “Distinguished” marking on domains 2B and 3B of the Danielson Evaluation Tool
Benefits of Question-Based Learning: **Students**

- develop better communication skills
- engage with their peers in a more meaningful manner
- take ownership of learning
Benefits of Question-Based Learning: Students

- remember more of what they learned
- LEARN TO THINK CRITICALLY
Keep the “Core” at the core
Make the Standards “Common” in the Classroom

Create a Culture of Questioning

Model Bloom’s Taxonomy & Teach Students Question Stems

Let Them Lead
Create & Post Lesson Objective Anchors

- I can statements
- Lesson anchors
- Unit objectives
Create Relevance

• Students decide why it's important to learn the standard

• Teacher facilitates reasoning
I can...

compare/contrast similar themes and patterns of events in stories and myths from different cultures.
Being able to compare/contrast stories and myths with similar themes and plot events is important because...

- It can teach us different morals (life lesson) – Jamie, Edward
- It can help solve problems from different viewpoints – Brandon, John
- We can find out which story is true or believable - Deontae
- It can teach us about other cultures – Jeanette, David, Dayanara
Create a Culture of Questioning
SEMINAR

FORMAT

Hockett, 2007
Debate Format

Hockett, 2007
SMALL GROUP FORMAT

Hockett, 2007
DISCUSSION FORMAT

Hockett, 2007
Grouping is **ESSENTIAL**

- Flexible Grouping
  - Groups WITHIN groups
MODEL COLLABORATION

• Establish Group Norms
• Model the Process
• Accountability/Exit Slips
SCAFFOLD USING QUESTIONS

• Question EVERYTHING

• Make students PROVE EVERYTHING
Bloom 2.0

Higher Level Thinking

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
Teaching the Triangle

- Evaluating, Creating
- Applying, Analyzing
- Remembering, Understanding
Remembering/Understanding

**Question Stems**

- What is ____?
- Where is ____?
- Who were the main ____?
- Why did ____?
- When did ____?
- How did ____ happen?
- Which one ____?
- How is ____?
- When did ____ happen?
- List three ____.

- How would you explain ____?
- How would you identify ____?
- How are these alike? Different?
- What is the difference between ____?
- What relationship exists between ____?
- What patterns exist ____?
- What does __________ mean?
Applying/Analyzing

Question Stems

• How would you make use of ____?
• How does ____ apply to ____?
• How would you modify ____?
• Under what conditions would you ____?
• How could you apply what you have read to construct ____?

• Determine what could have caused ____?
• Discuss the pros and cons of ____?
• Explain why it is not possible for ____.
• How would you order ____?
• How would you document ____?
• Justify your conclusion about ____.
• Why do you think ____?
• What influenced ____?
Evaluating/Creating

**Question Stems**

- How would you improve ____?
- Devise a way to ____?
- Predict the outcome of ____?
- Develop a theory to explain ____.
- What could be done to integrate ____?
- What would happen if ____?
- How would you combine ____ to create a different ____?
- What changes would you make to revise ____?
- What changes would you make to solve ____?
- Can you propose an alternative to ____?
- Can you invent ____?
- How would you adapt ____ to create a different outcome?
- How could you change (modify) the plot?
TRY IT!

• Get in groups of 3
• Read the text
• Create a question (and find the answer) based on your tier
• Ask your question to the group, giving each person an opportunity to answer using text evidence.
Teach

It’s 10% asking kids questions.
It’s 90% inspiring kids to ask questions that you can’t even answer.

venspired.com
Session Recap

• Making the shift from teacher-led to student-led discussions is both beneficial to the students and teacher.

• Set the culture for conversation.

• Begin with “I can”...

• Allow students to talk!

• Let the students lead!

• A classroom conducive to conversation is best for learning.
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