Cardinal Spellman HS December 15

**THE QUESTION’S THE THING**

Part I: Questions and Self Reflection

Part II: Different Question Models

Part III: Essential Questions and Understanding by Design

Again, everything for this workshop can be found at your school’s page on my website:

<http://mattersofeducation.org/workshop_materials/spellman/>

Password: brockton

[nb: materials from prior workshop have been archived]

AND NO EVALUATION, JUST A 3 QUESTION EXIT TICKET (you’re welcome…), located on the website, under Links to Resources

**Part I: Questions and Self Reflection**

1. As you watch this teacher, please note

What questions does she ask and

1. What is the objective of this lesson?
2. what do you conclude about her as a teacher from these questions
3. what message does she convey to her students by these questions

B. *How did we get here*?

1. What was my objective (short term)
2. What were my long term goals?
3. What might one conclude about me as a teacher based on this question?

C. Now it’s YOUR turn. (Learning Strategy: Pair-Share)

1. identify a question that you ask frequently.
2. Share it with a partner.
3. As you do so, please consider
4. your short term objectives
5. your long term goals
6. what someone might conclude about you as a teacher based on this question

**Part II: Different Question Models**

1. Integrative

|  |  |
| --- | --- |
| **TEXT DEPENDENT**  Question can be answered using everything ‘in front of you’—the book, the problem, the experiment… | **TEXT EXTENDER**  One hand on the text, the other reaching out |
| **ANALYTIC**  Brings together several pieces—but posed BY THE TEACHER… | **CREATIVE**  Also brings together several pieces, but generated BY THE STUDENT and demonstrates internalization of the concepts/ideas taught |

KEY POINTS:

· Not necessarily a progression

· Often dependent on one another

· Big Goal: Student Interaction, Cooperative Learning, Checks for Understanding

1. Some Examples
2. Try with texts they have brought

B. RAFT Question Model

*The Exodus from Egypt*

|  |  |  |  |
| --- | --- | --- | --- |
| ROLE | AUDIENCE | FORMAT | TOPIC |
| Pharoah | Egyptian Soldiers | Newspaper Article | Burning Bush |
| Moses | Freed slaves | Diary | Plagues |
| Hebrew Slave | Aaron | Podcast | Parting of the Red Sea |

Try this on a topic you teach.

C. Numbered Heads Together

Numbered Heads Together is a [cooperative learning](https://www.teachervision.com/pro-dev/cooperative-learning/48531.html) strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. Alternatively, the students may write the questions as well. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

1. Please use the following document (MA Population and Election Graph, 1790-2010)

and write

1. one text dependent question
2. one text extender question
3. one creative/analytic question

2. As I use your questions, you must arrive at a group answer and be sure that every member of the group is able to answer the question.

3. How might you use this with your students? Try on the text you have brought.

D. “Patient Problem Solving”: Dan Meyer

1. As you watch the following video, consider the way we usually ask students questions in Math.
2. What is the speaker’s critique of this process?
3. What does Impatient Problem Solving look like in your discipline (even if you don’t engage in it)?
4. How can you set up Patient Problem Solving for your Students?

**Part III: Essential Questions and Understanding by Design**

1. What is Understanding by Design?

Learning Strategy: See-Think-Wonder

1. What Are Essential Questions?
2. How do the Pieces Fit Together?
3. Stages of Curriculum Development