

NTA AGENDA

- Questions & Feedback from October
- Free Forum Time
- 100% Review and Problem Solving
- Questioning for Critical Thinking
 - Functions of Questioning
 - Rules of Questioning
 - Videos of Questing
- December Log Questions
- Exit Slip

Feedback and Questions from October Meeting

Are these lectures on wolpage?

Tellus. 😊

Question Still Remaining:
- You said we were going
to focus on 3 books
(Are we getting copies)?

Suggestions - Print out
of power point available
for participants to write
notes

- Provide drinks at the
next meeting.

- If there is a way to
give scenarios or simply
just review which funds
are available to us from
where, and how to access
them.

Thank you!

Suggestion: Send agenda ahead of
time so we could prepare (either bring
materials, examples, questions)

Do you have a list of
mentors? How can mentors
ensure they're on your email
list.

Free Forum Time

Suggestion: Free forum time
either - emailed pre-Mtg
for Agenda or really
free forum.

Suggestion for next meeting:
share 1 struggle
1 good thing

Review of 100%

Learned:

100%

↳ learned: new strategy for
anonymous individual
correction

① Learned:

"I don't have _____,
but I do have _____."

↳ I like this technique!

Review of 100%

② questions still remaining -

- concern about embarrassing

student when I need

to correct their behavior

balancing
privacy vs

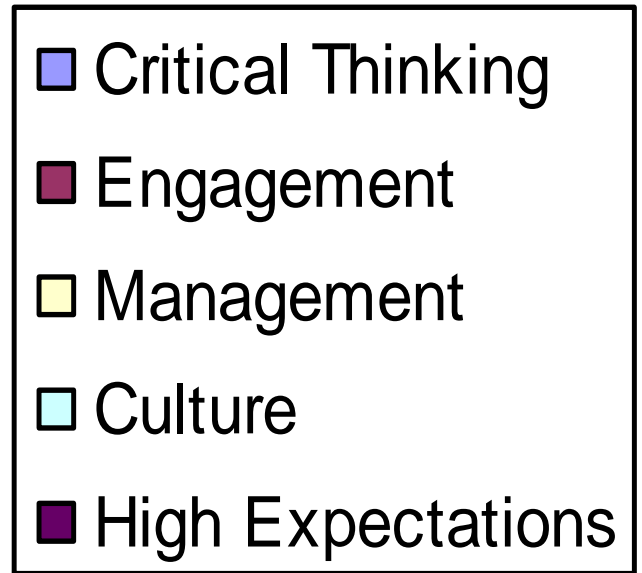
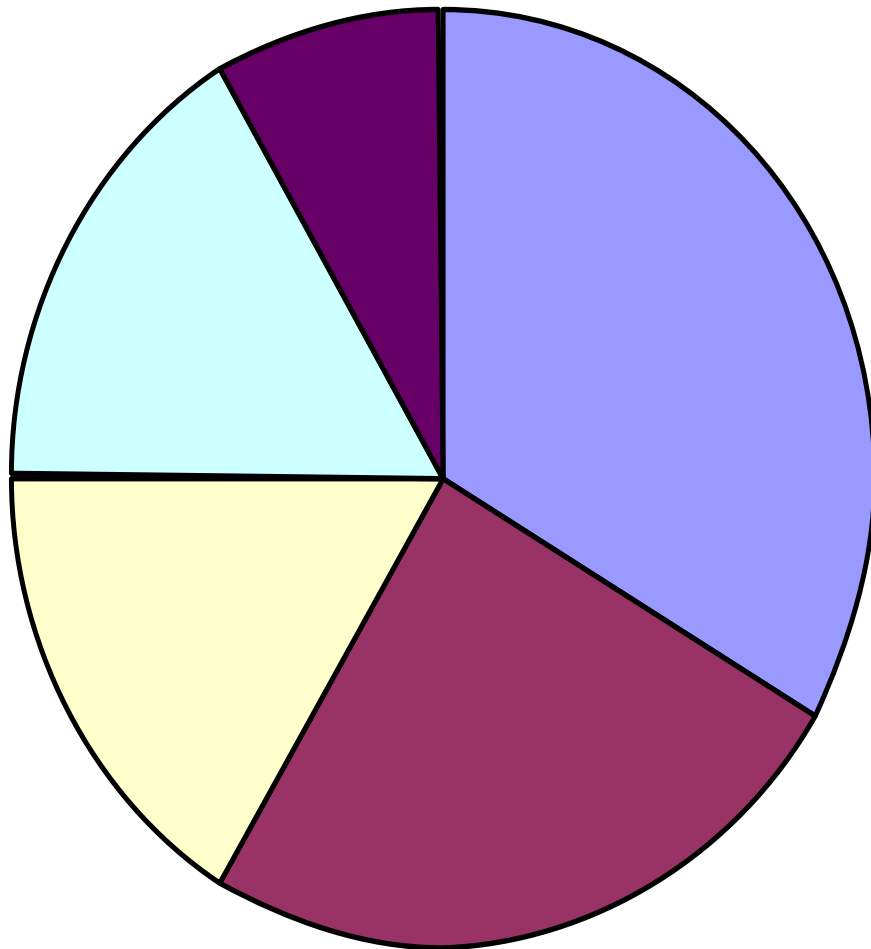
need to get
kid to behave

to behave

Review of 100%

Questions still remaining: how to
implement non-verbal in a huge
block class.

Area of Focus?



STAR Lesson Planning Guide

Please use this guide to help develop the basic elements of a Powerful Teaching and Learning lesson. We encourage teachers to select at least one Indicator and one Strategy for each of the five Essential Components for each lesson.

SKILLS	<p>1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving, and/or demonstrating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poetry/essays/journals/research papers <input type="checkbox"/> Response logs/lab reports/data tables/graphic displays <input type="checkbox"/> Dialogue/debate/skits/presentations <input type="checkbox"/> Develop arguments 	<p>2. Students' skills are used to demonstrate conceptual understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize/sequence/categorize Information <input type="checkbox"/> Consider alternatives <input type="checkbox"/> Interpret and/or evaluate <input type="checkbox"/> Predict/hypothesize <input type="checkbox"/> Compare/contrast <input type="checkbox"/> Analyze cause and effect <input type="checkbox"/> Develop model/simulation/original creation <input type="checkbox"/> Communicate conceptual understanding 	<p>3. Students demonstrate appropriate methods and/or use appropriate tools within subject area to acquire and/or represent information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and/or analyze text or c <input type="checkbox"/> Produce a piece of creative c expository writing <input type="checkbox"/> Participate in a discussion/presentation <input type="checkbox"/> Use and/or develop graph <input type="checkbox"/> Conduct interviews or fr around a topic <input type="checkbox"/> Construct a written or explanation to a phe/primary sources <input type="checkbox"/> Identify informatic in a project <input type="checkbox"/> Develop a visual representation c
	<p>4. Teacher assures the focus of the lesson is clear to all students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assures students are aware of lesson objectives and assures that students know how to meet the objectives <input type="checkbox"/> Organizes lesson around guiding/essential questions and/or enduring understandings <input type="checkbox"/> Aligns lesson with state goals and learning targets 	<p>5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not just recall</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generate their own ideas, questions, or hypotheses <input type="checkbox"/> Synthesize information <input type="checkbox"/> Analyze/critically examine Information <input type="checkbox"/> Discuss a public issue <input type="checkbox"/> Use evidence/data to support an opinion <input type="checkbox"/> Use symbolic representation <input type="checkbox"/> Arrive at a conclusion or interpretation 	<p>6. Students e significant or could include conceptual understand</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make <input type="checkbox"/> Apply <input type="checkbox"/> Form <input type="checkbox"/> Rai <input type="checkbox"/> Fo <input type="checkbox"/> q <input type="checkbox"/> i

THINKING	<p>7. Teacher uses a variety of questioning strategies to encourage students' thinking, problem solving, and/or communication skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asks students their opinions <input type="checkbox"/> Gives sufficient wait time <input type="checkbox"/> Asks open-ended questions <input type="checkbox"/> Focuses on higher-order thinking questions <input type="checkbox"/> Probes student responses beyond a correct answer <input type="checkbox"/> Elicits responses from multiple students to a question <input type="checkbox"/> Solicits contributions from all students 	<p>8. Students develop and/or demonstrate effective thinking processes either verbally or in writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a discussion around an issue <input type="checkbox"/> Articulate thinking strategies <input type="checkbox"/> Practice thinking in the context of required content <input type="checkbox"/> Explain problem-solving processes <input type="checkbox"/> Critique lab procedures <input type="checkbox"/> Provide verbal and/or written feedback to peers <input type="checkbox"/> Develop and/or demonstrate real-world connections <input type="checkbox"/> Provide their own opinions on a topic or issue 	<p>9. Students demonstrate verbally or in writing that are intentionally reflecting their own learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate metacognition <input type="checkbox"/> Make a text-to-text and/or text-to-connection <input type="checkbox"/> Examine own biases on an issue <input type="checkbox"/> Monitor thinking and adjust strategy <input type="checkbox"/> Reflect quietly to gain personal meaning (journals, exit slips, etc.) <input type="checkbox"/> Students rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers
	<p>10. Teacher relates lesson content to other subject areas, personal experiences, and contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relates lesson content to prior learning <input type="checkbox"/> Integrates multiple subject areas <input type="checkbox"/> Relate information to a real world problem <input type="checkbox"/> Makes meaningful personal and/or cultural connections <input type="checkbox"/> Shares a personal story related to lesson content <input type="checkbox"/> Demonstrate connections to a personal experience 	<p>11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make meaningful personal connections <input type="checkbox"/> Share a personal story <input type="checkbox"/> Address a real world/contemporary problem <input type="checkbox"/> Design lab procedures for an experiment <input type="checkbox"/> Carry out independent research <input type="checkbox"/> Participate in a relevant simulation <input type="checkbox"/> Articulate the purpose of a particular project <input type="checkbox"/> Present work and/or finished projects to an audience 	<p>12. Students produce a product and/or performance for an audience beyond the classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post student work to a website or other public forum <input type="checkbox"/> Write a letter to a newspaper editor <input type="checkbox"/> Partner with community members/businesses <input type="checkbox"/> Develop and/or conduct a community survey <input type="checkbox"/> Correspond with pen pals <input type="checkbox"/> Produce an informative or persuasive piece of work (essay/speech/play/brochure, etc.) <input type="checkbox"/> Participate in a service-based learning project, job shadow, internship, and/or mentorship
APPLICATION	<p>13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interacts positively with students <input type="checkbox"/> Solicits and encourages student's ideas <input type="checkbox"/> Models and expects responsible behavior <input type="checkbox"/> Provides challenging assignments <input type="checkbox"/> Assures routines and rituals are in place that allows students to work and move comfortably in the room <input type="checkbox"/> Encourages students to share their ideas, thoughts, and/or feelings <input type="checkbox"/> Creates a welcoming environment where students feel safe, secure, and respected, and there is an atmosphere of respect, sincerity, warmth, and humor 	<p>14. Students work collaboratively to share knowledge, complete projects, and/or critique their work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Receive social support for learning through periodic grouping with peers (response partners, triads, small groups, etc.) <input type="checkbox"/> Make comments and respond to peers in a positive and constructive manner <input type="checkbox"/> Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups 	<p>15. Students experience instructional approaches that are adapted to meet the needs (differentiated learning)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in enrichment and/or remediation activities <input type="checkbox"/> Experience multiple ways to practice a concept and/or new learning <input type="checkbox"/> Make their own choices about ways to approach learning tasks <input type="checkbox"/> Progress through the lesson based on their needs rather than text progression
	<p>RELATIONSHIPS</p>		

THINKING

7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills

- Asks students their opinions
- Gives sufficient wait time
- Asks open-ended questions
- Focuses on higher-order thinking questions
- Probes student responses beyond a correct answer
- Elicits responses from multiple students to a question
- Solicits contributions from all students

8. Students develop and/or demonstrate effective thinking processes either verbally or in writing

- Participate in a discussion around an issue
- Articulate thinking strategies
- Practice thinking in the context of required content
- Explain problem-solving processes
- Critique lab procedures
- Provide verbal and/or written feedback to peers
- Develop and/or demonstrate real-world connections
- Provide their own opinions on a topic or issue

9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning

- Demonstrate metacognition
- Make a text-to-text and/or text-to-self connection
- Examine own biases on an issue
- Monitor thinking and adjust strategies
- Reflect quietly to gain personal meaning (journals, exit slips, etc.)
- Students rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers

A Video of Classroom Questioning

[YouTube video](#)




Why ask students questions?

- In table groups
- Brainstorm list of at least 8 reasons



Functions of Questioning

- 
- To guide students towards understanding when introducing material
 - To push students to do a greater share of thinking
 - To remediate an error – break down a wrong answer by breaking the original concept down into smaller component parts and adding insight through more questions
 - To stretch students – apply a concept at the next higher skill level
 - To check for understanding

Rules of Questioning?

- If you were teaching a teacher how to ask questions, what “rules” would you include?
- In table groups
- Brainstorm list of at least 8 rules

10 Rules of Questioning



1. Ask only one question at a time


2. Ask questions from simple to complex, helps to activate memory of relevant facts

3. If you repeat a question, ask the exact same question.

4. Start with a question word

5. Limit questions to two clauses

10 Rules of Questioning

- 
6. Write questions in advance when they matter
 7. Ask an actual question... not a statement with a questioning tone
 8. Assume the answer... "who can tell me..." not "can anyone tell me..."
 9. Ask versions of the same few questions over and over.
 10. When kids get everything right, it's time to ask harder questions.

Videos of Questioning Techniques



- Asking for evidence

- Cold Call

- No opt out

- Right is right

- Stretch it

- Wait time

December Log Questions

One Suggestion:

- Topics to focus on

with mentor/mentee

discussions

Mentee Question

Behavior Management is known to be the #1 challenge for all new teachers. Are there any areas that you want to revise? What do you see as your greatest strengths and your greatest challenges in this area?



Mentor Question

Behavior Management is known to be the #1 challenge for all new teachers. What ideas or suggestions can you offer your mentee on ways to improve behavior management?



Exit Slip: *pick two*

- I would like to learn more about...
- The most important thing I learned today is...
- I didn't understand...
- I wish...
- I'd like to know more of...
- I had an idea I didn't get a chance to share.
Here it is!
- I need help with...