

# RAMP-A

JUNE 27, 2013

SUMMER INSTITUTE

# Year 2 Workshop Dates

September 27

October 25

November 22

January 24

March 21

April 18



# Take a minute to respond


On Purple Paper:

\* Only one person from each school needs to respond:

**What topics do you address before the  
end of November?**

# Goals of Day 3

- \* Take the DTAMS
- \* Improve students' questioning
- \* Work in your PLCs to plan a lesson with the Staircase problem.

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- \* Calculators ok;
  - \* Put your code in the upper right corner (not the last four of your SSN).

## Overall Evaluation Questions (5 minutes)

- \* Three questions related to what you have learned and valued or not valued this year.
- \* The link has been **emailed** to you.
- \* You may also click on the link in the **Moodle**.

# I love the analogy...

Questions are to Learning  
As  
Yeast is to Bread



When the teacher is the one who constructs the most interesting questions, problems or critical challenges, students become dependent upon the teacher to catalyze inquiry. On the other hand, a questions centered pedagogy proposes that these question-posing, problem making functions be carefully handed over to students so that students engage the course material as independent thinkers.



# When students know how to ask their own questions...

- \* they take greater ownership of their learning,
- \* deepen comprehension, and
- \* make new connections and discoveries on their own.

Teaching students to ask their own questions can accomplish these same goals while teaching a critical lifelong skill.

# To develop questioning skills, you could...

- \* **Begin a New Unit with Students Developing Questions:** Try starting a new unit by asking your class to think of questions that could be asked about the topic.
- \* **Create a Taxonomy of Questions:** When students begin to label the different kinds of questions, they learn to select different kinds of questions to perform different kinds of thinking. No matter what the level of schooling, some kind of label can work effectively.

\* **Ask Students to Create Questions as Homework** (this would work with the Flipped Classroom): Put your classroom questioning typology to work with your homework assignments. If students read an assignment, let them form questions for the next day's discussion. Ask them to:

- \* find a question which has no answer, or two thousand answers or an infinite number of answers;
- \* ask a question that is the child of a bigger question that they can then ask the rest of the class to identify.

# *Step 1: Teachers Design a Question Focus.*

- \* The Question Focus, or QFocus, is a prompt that can be presented in the form of a statement to focus and attract student attention and quickly stimulate the formation of questions. The QFocus is different from many traditional prompts because it is not a teacher's question.

*The spending increased across the nation by .3% in April and the average income went up .5%.*

# Step 2: Students Produce Questions.

- \* Students use a set of rules that provide a clear protocol for producing questions without assistance from the teacher.
- \* The four rules are:
  - 1) ask as many questions as you can;
  - 2) do not stop to discuss, judge, or answer any of the questions;
  - 3) write down every question exactly as it
  - 4) change any statements into questions.



# Step 3: Students Improve Their Questions.

- \* Students then improve their questions by analyzing the differences between open- and closed-ended questions and by practicing changing one type to the other.

**CLOSED**

**Open**

# Learning to ask open questions

- \* Choose a favorite vacation or holiday and think about it privately.
- \* Person A asks questions of person B that can be answered with yes, no or one word answers.
- \* Swap roles but person B ask open questions of person A.



# Step 4: Students Prioritize Their Questions.

- \* The teacher, with the lesson plan in mind, offers criteria or guidelines for the selection of priority questions.
- ✓ *Facts about statistics*
- ✓ *Understanding of how to use statistics*
- ✓ *Decision making using statistics vs. “feelings”*



# Step 5: Students and Teachers Decide on Next Steps.

- \* At this stage, students and teachers work together to decide how to



## *Step 6: Students Reflect on What They Have Learned.*

- \* The teacher reviews the steps and provides students with an opportunity to review what they have learned by producing, improving, and prioritizing their questions. Making the QFT completely transparent helps students see what they have

# Creating student questions

- \* How will you teach questioning strategies?
- \* How will you value student questions?
- \* What implications would increased student questioning have for your teaching?

# Planning a Lesson with Staircase

- \* Work in your groups to draft a lesson plan using the Staircase task.
- \* Identify CCSS standards and SMP that you plan to address.
- \* Be clear about the purpose of the lesson.
- \* At lunch you will vet your draft with another PLC.

# Lunch with Critical Friends



# Task Dialogue

- \* Finish creating your lesson plan.
- \* Create a presentation of a **Task Dialogue** of your lesson either on posters or videotape. The dialogue should illustrate the discourse that could occur based on the way you plan to facilitate a small group or whole class discussion.
- \* See the handout for more detail on the content of the Task Dialogue.

# TEAMS

CHENEY, LC, REPUBLIC

PREP/UHI/MS

SP/WV/MOUNTAINSIDE/LIBBY-GLOVER-SAC

MEAD-MT SPO/ROGERS/CV

# Closure



# Evaluations

- \* The link has been emailed to you (and is also on the Moodle).
- \* We appreciate your thoughtful feedback and constructive criticism.