

The College Ready Promise

Professional Development for Teachers

Questioning for Higher Cognitive Engagement

Indicators 3.2B, 3.3A, 3.3B

Goals

- To build baseline familiarity with the rubric describing questioning, academic discourse, and the cognitive level of student learning experiences
- To deepen understanding of how to teach students to use Bloom's levels of cognition in their discourse
- To deepen understanding of how to teach students to understand concepts in a deeper and more complex way
- To deepen understanding of Socratic questioning
- After reading text, teachers will use Bloom's Taxonomy, the Depth and Complexity icons, and Socratic questions to formulate and answer cognitively challenging questions.

Estimated time 90 minutes

Materials

Each teacher should bring a laptop. Presenter should email to the participants a copy of the Powerpoint.

Presenter should also email a copy of the Everglades article to the participants or have hard copies available.

Presentation

Refer to notes on Powerpoint slides.

The following slides in this Ppt **do not** need to be discussed in detail during the training. They are included so teachers can print them out and post them in their classrooms.

17-22 Bloom's

37-44 Depth

47-49 Complexity

60-65 Socratic Questions

What to observe for when monitoring implementation of this topic

- Bloom's levels and question stems posted (print slides from Powerpoint)
- Depth and Complexity icons posted (print slides from Powerpoint)
- Socratic Questions posted (print slides from Powerpoint)
- Teachers' lesson plans that indicate use of Bloom's, Depth and Complexity, and/or Socratic questions
- Samples of student work displayed, labeled with Bloom's or icons
- Opportunities for students to pose questions of one another or of the teacher, based on the higher levels of Bloom's
- Student conversation that includes the vocabulary of Bloom's, Depth and Complexity, and/or Socratic questioning
- Student groups discussing a topic using the dimensions of Depth and Complexity
- Interviews with students about what they have learned; ask students to respond to interview questions using higher level academic discourse.

How to keep this topic alive

- At staff meetings, have several teachers share how they have recently implemented the strategies to promote questioning and higher level discourse in their classroom.

- Have teachers read a professional article. Structure several questions for them, based on the strategies. Call on a few teachers to respond. Then, have them work with a partner to formulate a question. Pair up the pairs into groups of 4 or 6 to ask and answer their questions.
- At future staff meetings, have teachers read the accompanying articles to this module:
Thinking about Questioning by Richetti and Tregoe
The Curious Classroom by Catherine Rubin
Questioning Texts by John Barell
- Have teachers bring a copy of the rubric to the staff meeting. Review indicators 3.2B, 3.3A, and 3.3B. Discuss how they are attempting to move from a level 3 to a level 4 in their current practice.
- Post the Bloom's levels and question stems, the Depth and Complexity icons, and the Socratic questions in the staffroom or around the school.