To alleviate background noise
and ensure a quiet session,
your audio connection has been muted.

Chat: Asking Questions & Sharing Thoughts
You are encouraged to ask questions and share
your thoughts on the chat.
Please activate the chat feature on the bottom of
the screen. You may choose to chat to panelists
and all attendees or just panelists.

Audio:
If you would like to call in via phone for audio, please look up the call in number, webinar id,
and passcode information on your webinar invite.
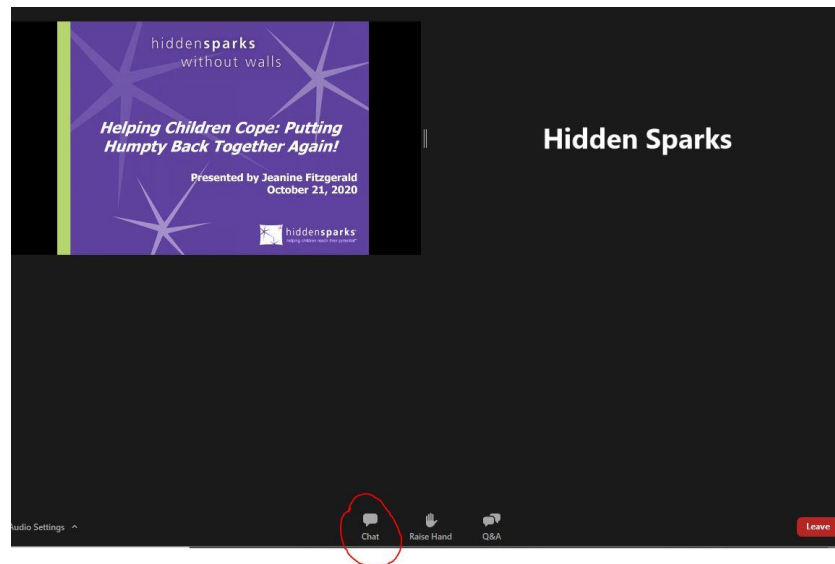
ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks provides an award winning professional development program in understanding learning and behavior, conducting classroom observations, coaching teachers and developing peer coaches. By helping teachers meet the needs of struggling students, ultimately all students benefit.

- 110 Jewish day schools across the country with hundreds of teachers participate in PD programs annually.
- Impacting over 7,000 students every year.
- Over 350 school peer coaches have received training and mentoring.
- Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.
- New in 2020! SEL Initiative

Please be in touch to find out how to bring Hidden Sparks programs to your school!

hidden**sparks**

12 years helping children reach their potential

Our Guest: Dr. Laya Salomon

Dr. Laya Salomon is Associate Professor at the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University and Director of Azrieli's PELE Fellowship Program in Jewish Education. Dr. Salomon teaches master's and doctoral level courses in leadership, supervision, curriculum, assessment, teaching methodologies and differentiated instruction, and she supervises student teachers. Prior to joining Azrieli in 2004, Dr. Salomon was a professor of psychology and education at Touro College and a Judaic studies teacher.
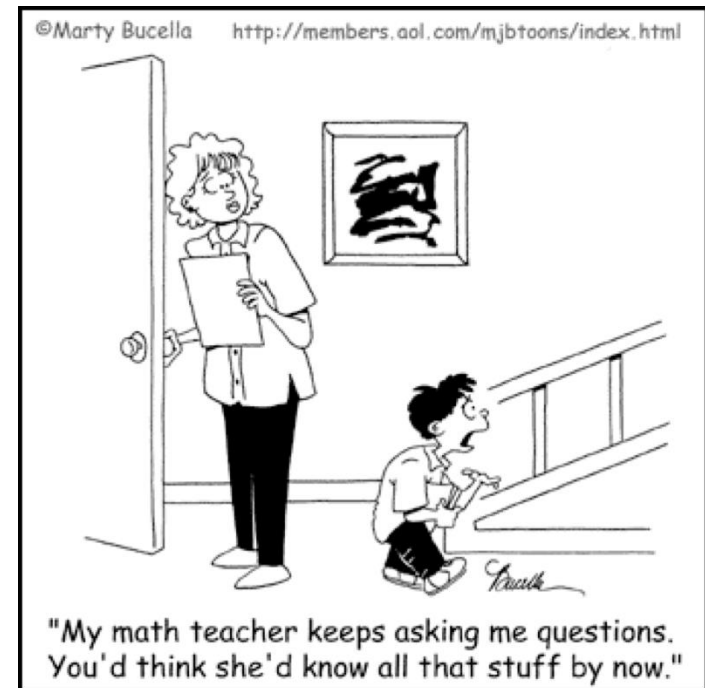
hidden**sparks**

12years
helping children
reach their potential

Overview of the Session

Intro: What is Engagement?

Engagement Through Questions:

a) Create a community of learners

b) Engage ALL learners

c) Ask a range of questions

d) Ensure true understanding

e) Be proactive & preemptive

f) Avoid question barriers

Application & Reflection

©Marty Bucella   http://members.aol.com/mjbtoons/index.html

"My math teacher keeps asking me questions. You'd think she'd know all that stuff by now."

hiddensparks

12 years
helping children
reach their potential

YES or NO: When asking questions, it is GENERALLY a good idea for a TEACHER to:

1. _____ Wait at least 5 seconds after a question before calling on someone to respond

2. _____ Move near the student when he or she asks a question

3. _____ Repeat students' questions

4. _____ Tell students to "Think!" after asking a higher order question

5. _____ Ask mostly yes/no and true/false questions

6. _____ Repeat students' answers

7. _____ Ask questions for which there are multiple correct answers

8. _____ Call on one of the first students to raise his/her hand

9. _____ Regularly ask students if they understand, to make sure everyone is on pace and

following along

What is engagement?

Why would a student <u>not</u> be engaged?

hidden**sparks**

1**2**years
helping children
reach their potential

~~Teaching~~ = Learning

- All students **contribute** to the learning

- All students are *held* **accountable**

- All students feel their **involvement** is valuable

hidden**sparks**

1**2**years
helping children
reach their potential

Engagement Through Questions

hidden**sparks**

12 years
helping children
reach their potential

Intro: What is Engagement?

Engagement Through Questions:

    a) Create a community of learners

    b) Engage ALL learners

    c) Ask a range of questions

    d) Ensure true understanding

    e) Be proactive & preemptive

    f) Avoid question barriers

Application & Reflection

©Marty Bucella   http://members.aol.com/mjbtoons/index.html

"My math teacher keeps asking me questions. You'd think she'd know all that stuff by now."

hiddensparks

12 years
helping children
reach their potential

- Students are dependent on each other
- Learn from each other
- Part of community

VS

- Common classroom scenario

- Repeating

- Redirecting

- Teacher position and eye contact

- Divergent questions

A classroom where everyone is involved

VS

Common Classroom Scenario

hidden**sparks**

1**2**years
helping children
reach their potential

Engage All Learners

A. Everybody Writes

B. Index Cards – ABCD/TF

C. White Boards

D. Thumbs Up/Down

E. Random Cold Call - popsicle sticks

Think-Pair-Share

What are benefits of TPS?

Think
about the question

Pair
with your partner

Share
your ideas with others

Mary Budd Rowe

hidden**sparks**

12 years
helping children
reach their potential

Wait Time

- Research

- Benefits

- Wait time 1 & 2

- Barriers to achieving benefits

Research on Wait Time

1. Improvements in the student achievement

2. Improvements in student retention, as measured by delayed tests

3. Increases in the number of higher cognitive responses generated by students

4. Increases in the length of student responses

5. Increases in the number of unsolicited responses

6. Decreases in students' failure to respond

7. Increases in the amount and quality of evidence students offer to support their inferences

8. Increases in contributions by students who do not participate much when wait-time is under three seconds

9. Expansion of the variety of responses offered by students

10. Decreases in student interruptions

11. Increases in student-student interactions

12. Increases in the number of questions posed by students

hiddensparks

12 years
helping children
reach their potential

Which questioning technique resonates the most with you?

A. Everybody Writes

B. Index Cards – ABCD/TF

C. White Boards

D. Thumbs Up/Down

E. Random Cold Call

F. Think Pair Share

G. Wait Time

Ensure True Understanding

Prompting

Probing

No Opt Out

hiddensparks

12 years
helping children
reach their potential

Ensure True Understanding

Check For Understanding

- Research on CFU
  - Ways to CFU

- *Thumb up if the statement "does everyone understand?" is an effective check for understanding*

- *Thumb down if the statement "does everyone understand?" is not an effective check for understanding*

- *Thumb to the side if you're not sure*

Please wait for my signal to begin

D) Ask a Range of Questions

- **A classroom that allows for everyone to be involved**

hidden**sparks**

1**2**years
helping children
reach their potential

Ask a Range of Questions

1. **Convergent & divergent**

2. **High level & low level**

3. **Fact & Opinion**

hidden**sparks**

12 years
helping children
reach their potential

BLOOMS TAXONOMY

EVALUATION
Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating

SYNTHESIS
Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining

ANALYSIS
Identifying and analyzing patterns; Organisation of ideas; recognizing trends

APPLICATION
Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

COMPREHENSION
Understanding; Translating; Summarising; Demonstrating; Discussing

KNOWLEDGE
Recall of information; Discovery; Observation; Listing; Locating; Naming

hidden**sparks**

12 years
helping children
reach their potential

Hierarchy of questions

KNOWLEDGE

recalling facts or observations; supplying definitions

COMPREHENSION

describing; stating main ideas; comparing & contrasting

APPLICATION

applying techniques & rules to solve problems that have a single correct answer

ANALYSIS

Comparing, making inferences; finding evidence to support generalizations

SYNTHESIS

developing solutions problems and/or making predictions

EVALUATION

making value judgments about a controversial issue; judging truth, validity, beauty, worth etc.

hidden**sparks**

12 years
helping children
reach their potential

l. Who?, What?, Where?, When?,
2. How would you define the term...?

l. Why?
2. What is the main idea (of article)?
3. How are _____ alike/ different?

1. If..., then...
2. How does this rule apply to...
3. How would you interpret this graph/chart?

1. What can we conclude about...?
2. What does this tell us about...?
3. How does _____ compare to _____...?

l. How can this dilemma be solved?
2. How can we improve this?
3. What might happen if...?

l. What is your opinion (on this matter)?
2. Would it be better done another way?
3. Why do you agree with…?

- **Knowledge**

- **Comprehension**

- **Application**

- **Analysis**

- **Synthesis**

- **Evaluation**

hidden**sparks**   12 years helping children reach their potential

Question Stems

Application, Analysis, Synthesis

- How would you apply ___ to solve ____
- What would the result be if _____
- How would you divide ____
- How is _____ similar/different to _____
- What's the underlying theme of _____
- What's the takeaway from ____
- What evidence in the text supports _____
- What ideas support _____
- If ____ happened, what might have been
- the ending
- What does this tell us about _____

Evaluation, Creation

- Using the evidence/facts, what would happen if _____
- What is your opinion on _____ (support response)
- How would you generate a plan to ____
- How would you portray _____
- Given the facts, what would happen if _____
- What would have been outcome if _____ had made a different choice
- Would _____ be better or worse if done another way

hidden**sparks** 12 years
helping children
reach their potential

Research on Question Levels:

- Lower cognitive questions are more effective when the teacher's purpose is to impart factual knowledge and assist students in committing this knowledge to memory.

- Increasing the use of higher cognitive questions produces superior learning gains for students, particularly for secondary students

hidden sparks

12 years
helping children
reach their potential

Higher Order Thinking

1) Definition:
  - Knowledge they have
  - Transformed into new

2) Effective in conjunction with other questioning strategies

Ask a Range of Questions

- Involve all students, including those with learning challenges

- Types of questions

- Advance notice

- Teacher movement

hidden**sparks**

1**2**years
helping children
reach their potential

E) Be Proactive & Preemptive

Morah Price calls on Chanie to read a pasuk in Chumash. She tells the rest of the class to look inside their chumashim as Chanie reads. Midway through the pasuk, Morah Price looks around the classroom and notices that 17 out of 19 girls are NOT looking inside.

hidden**sparks**

12 years
helping children
reach their potential

PLAN QUESTIONS IN ADVANCE

Share questions before:

- Text

- Video/audio recording

- Start of lesson

- Discussion

- *Think!*

- *Does everyone understand?*

- *….right?*

- *Got it?*

Application & Reflection

hidden**sparks**

1**2** years
helping children
reach their potential

White Board

hiddensparks

12 years
helping children
reach their potential

Reflect:

Which questioning techniques supported these ideas?

- *All students contribute to the learning*

- *All students are held accountable*

- *All students feel their involvement is valuable*

hidden**sparks**

12 years
helping children
reach their potential

Tues., December 1, 2020	**For Teachers:** Designing The Space To Cultivate Creative Capacity Michael Cohen-Tech Rabbi
Tues., January 12, 2021	**For Parents:** Collaborative Problem Solving: An Introduction for Parents Tamar Shames

If you are interested in bringing

Hidden Sparks

to your school or city, please contact us:

212-767-7707 or sara@hiddensparks.org

hidden**sparks**

12years
helping children
reach their potential

Contact Presenter:
Laya Salomon
laya.salomon@yu.edu

Contact Hidden Sparks:
www.hiddensparks.org
news@hiddensparks.org (212) 767-7707
www.facebook.com/HiddenSparks

Contacting Hidden Sparks