Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

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!
Developing the Art of Asking Powerful Questions in the Classroom

Presented by Dr. Laya Salomon
November 4, 2020
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.
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
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 **not** be engaged?
Teaching = Learning

- All students **contribute** to the learning
- All students are *held* **accountable**
- All students feel their **involvement** is valuable
Engagement Through Questions
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
A) Create a community of learners

• 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
B) Engage ALL Learners

A classroom where everyone is involved

VS

Common Classroom Scenario
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
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
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
C) Ensure True Understanding
Ensure True Understanding

Prompting

Probing

No Opt Out
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
Ask a Range of Questions

1. Convergent & divergent

2. High level & low level

3. Fact & Opinion
Bloom’s Taxonomy of Thinking

**Knowledge**
- Recall of information; Discovery; Observation; Listing; Locating; Naming

**Comprehension**
- Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

**Application**
- 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

**Synthesis**
- Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating

**Evaluation**
- Understanding; Translating; Summarising; Demonstrating; Discussing
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.
Sample question prompts

2. How would you define the term...?

1. 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 ____...?

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

1. 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
**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
Ask a Range of Questions

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.
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
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.
PLAN QUESTIONS IN ADVANCE

Share questions before:

- Text
- Video/audio recording
- Start of lesson
- Discussion
F) Questions and Prompts to Avoid

- Think!
- Does everyone understand?
- ....right?
- Got it?
Application & Reflection
<table>
<thead>
<tr>
<th>White Board</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
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
### Upcoming Hidden Sparks Without Walls Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
</tr>
</thead>
</table>
| 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
Contact Presenter:
Laya Salomon
laya.salomon@yu.edu

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