



The focus of this professional learning is to deepen educators’ understanding of each Evidence-Based Instructional Practice and to examine how these strategies can support students in reaching the intended learning outcomes within the *Kentucky Academic Standards (KAS)*. While it is recommended that this professional learning be structured in a professional learning community (PLC), it may be adapted for facilitation in small groups or during instructional staff meetings.

Participant Materials:

The following materials are integral parts of this learning experience:

- Overview video;
- General overview (defines evidence-based instructional practices and why they are important);
- Narrative introduction to EBIP # 5: Questioning;
- Content specific resources to support implementation.
 - Mathematics
 - Reading and Writing
 - Science
 - Social Studies

All materials are available at www.KYstandards.org.

Facilitator Preparation:

- Review all materials prior to the professional learning session(s).
- Make adjustments based on timing, group size, local priorities, local norms, presentation format (in-person or digital learning environments) and facilitator’s personal presentation style.
- Determine strategies to engage participants in discussions around the Evidence-Based Instructional Practice resources. Possible strategies from the Thinking Collaborative are provided below. Facilitators should not feel tied to utilizing these specific strategies, but rather should consider how to best foster engagement with the resources in an authentic way.

Starting the Session: How might you structure the beginning of the session in a way that allows participants to focus on the session and activate their background knowledge?

<p>Engage in a constructivist-learning experience working with a fresh topic</p> <p>Know, Think You Know, Want to Know</p>	<p>Activate background knowledge by linking new learning to a visual representation.</p> <p>Four Box Synectics</p>	<p>Generate energy and build community by interacting with others, and brainstorm information about a new topic.</p> <p>Give One, Get One</p>
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Engaging in the Resources: How might you structure opportunities for participants to engage with the resources? For example, will there be time for participants to read and process information independently, or will participants engage in the resources collectively? How will the whole group process the new information?

Select, interpret, explain, synthesize text. Text Rendering	Prime the pump for full group conversation. First Turn, Last Turn	Acquire, summarize and communicate information collaboratively. Jigsaw Carousel
Engage in a constructivist-learning experience working with a fresh topic Know, Think You Know, Want to Know	Deepen understanding of concepts through a structured dialogue. Delve and Dialogue	Select and interpret information as it relates to individuals and the whole group. Focused Reading

Closing the Session: How might you structure opportunities for participants to prioritize “next steps” moving forward? How will participants reflect throughout each session? Is there a common idea of “next steps” or is each individual proceeding independently? Is more time needed in the future for additional learning around this topic or to explore related ideas?

Clarify the what, why and how of next steps Content Check	Interdependently synthesize information. 5 - 3 - 1	Members reflect on content and connect to their own work. Stoplight
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Possible Educator Self Reflection Questions:

Below is a list of possible reflection questions facilitators may use to help participants process their learning and begin to think about next steps. These questions may be used to stop and reflect throughout or at the end of the session. Facilitators do not have to use all reflection questions, may allow for participant choice, or may choose those questions that best meet the needs of the group and the local context.

Questions for teacher self-reflection related to **purpose and need for questioning:**

- For which purposes do I typically use questioning in my classroom? Are there other purposes for questioning I might want to use in the classroom?
- Do my students tend to be more consumers or producers of questions? Why is it important to ensure opportunities for students to be both consumers and producers of questions?

Questions for teacher self-reflection related to **importance of intentional planning:**

- What is the intended purpose of this lesson/unit, assessment or discussion? Which question type or sequence is best suited to align to this purpose?
- Have I reflected on how to address common preconceptions, misconceptions and challenges/confusions that might arise for my students? What questions will I need to ask to gather evidence of student thinking to address these areas?

Questions for teacher self-reflection related to **questioning for surface, deep and transfer learning:**

- What does the progression of questioning (surface, deep and transfer) look like for this lesson/unit, assessment or discussion? Is there anything I might want to shift about my current approach?
- Which type of questions do I typically ask my students? Which might I need to utilize more intentionally to help students reach the grade-level expectations within the *Kentucky Academic Standards* for my content area?
- Do the questions I have planned match the intended depth and rigor within the *KAS*? Would I benefit from utilizing the Breaking Down a Standard protocol to explore the *KAS* more deeply? Where might I “raise the rigor” of my questions to challenge students to think more deeply using higher-order questioning?

Questions for teacher self-reflection related to **engaging all students in deeper thinking through questioning:**

- What strategies do I currently use to engage all learners in responding to and generating questions? What might I want to shift in my current approach?
- What strategies do I use when asking in-depth questions of reluctant learners? What might I want to add or shift in my current approach?
- Have I provided opportunities to model questioning for students through think-alouds or think-alongs? Where might I incorporate modeling of metacognitive or self-questions to empower my students as questioners?
- How do I currently provide opportunities for students to engage in self-questioning? What protocols and/or strategies might I add to my practice?

Questions for **questioning strategies to support formative assessment:**

- How do I currently plan formative questions that evaluate student skill? What might I want to shift in my current approach?
- How do I currently utilize formative questions that evaluate student will and thrill? What might I want to shift in my current approach?

Questions for **considering next steps:**

- Based on the research and content-specific connections I have explored, which resources do I plan to explore further?
- Is this further exploration something I want to pursue in a structured way with a partner/team/PLC?
- If I plan to explore independently, is there someone in my school, district or professional community I could use as a thought partner to support and process my learning?

