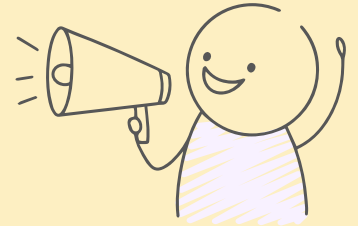




TCMS Professional Learning: Effective Questioning

Moving beyond rote memorization
toward deeper thinking



Action Plan

Mrs. Rachel McCain and Dr. Cherise Williams design and deliver a 5 week professional learning series for teachers

<u>Week 1</u> Why Questioning...	Promotes Rigor, Engagement, Problem Solving and Critical Thinking
<u>Week 2</u> Grade Level Standards	Understanding the objective: What does the student need to know and be able to do?
<u>Week 3</u> Using the Frameworks	Utilizing Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) to formulate effective questions that meet the requirement / align with the grade level standard
<u>Week 4</u> Practice Makes Perfect	Scaffold Questions and Tasks such as Remember / DOK 1 : List; Understand / DOK 2: Explain; Analyze / DOK 3: Compare; Create / DOK 4: Design
<u>Week 5</u> Assess and Reflect	Use Bloom's verbs to write questions; Use DOK levels to check if tasks truly require deeper thinking; Adjust instruction to balance both frameworks
Next Steps	Set up individual sessions for one on one coaching between Mrs. McCain and teacher

Understanding the Grade Level Standard

01

Standard

What is the Learning Target?

02

Examine Target Language

Nouns and Verbs: What is the student asked to do and know?

03

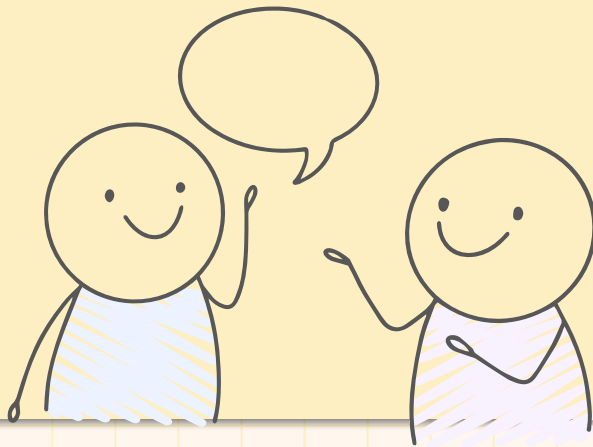
Cross Reference

Nouns and Verbs to higher order thinking question models

04

Practice

Create questions that ask students to apply, analyze, synthesize and evaluate information

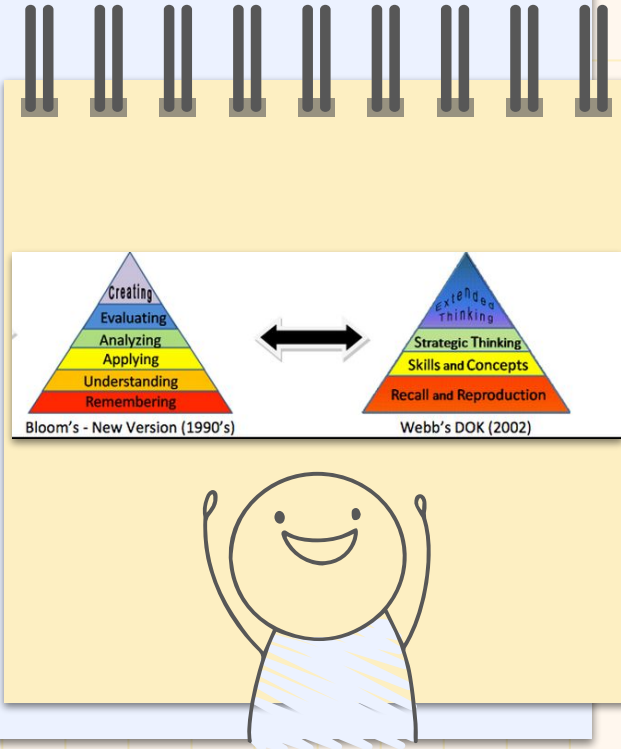


Bloom's Taxonomy and Webb's Depth of Knowledge

Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) are two **frameworks** educators use to **classify learning tasks**. Bloom's focuses on **types of thinking (from remembering to creating)**, while Webb's DOK emphasizes the **complexity of thinking (from recall to extended reasoning)**. Together, they help teachers design lessons that move students beyond memorization toward deeper, more rigorous learning.



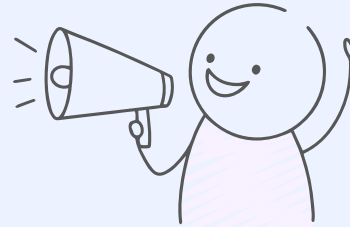
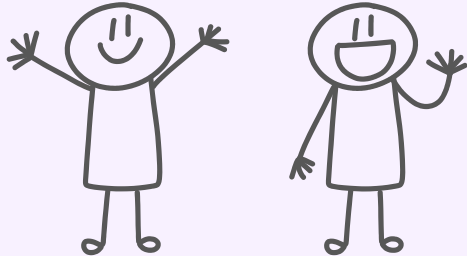
Used together, they ensure lessons are both varied in cognitive type and rigorous in complexity, preparing students for higher-level problem solving and real-world application.



01

Engagement Techniques

The Things GREAT Teachers Do and Say Everyday



Tricks of the Trade



No Opting Out

Everyone participates, Everyone is ACTIVELY completing a task even when only one student is called upon.



Set Timers

Keep the pace of the lesson moving; ensure time for summarizing the lesson before the end of the class period.



Calling Sticks / Cards

A system of calling on students to answer that is random. And remembering to ask the question first before saying the selected student's name so everyone has a chance to think about the answer.





Two years ago, I was saying [to my students]
"Do you have any questions?"
Last year, I switched to "What questions
do you have?" It made a difference.
Today, I tried "Ask me two questions."
And they did! And those questions led to
more questions.
It amazes me that the littlest things have
such a big impact!

—Andre Sasser



**Small adjustments can make a HUGE difference in
student engagement!**



**Mrs. McCain has lead 6
Professional Learning
Committee meetings (PLC)
and interacted and supported
15 certified staff at TCMS
via email debriefing, class
observation, and
individualized performance
feedback.**