

engage<sup>ny</sup>

Our Students. Their Moment.

# Effective Questioning



# Session Objective

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To ensure that we ask the **right questions** in the **right way**, so that we **fully understand** the **impact** of the school's work, make **secure, evidence-based** statements of impact, and are able to write a report that is accurate, supportive, specific and unique.

# During this session

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- Introduction
- Opening activity
- Guiding Questions
- Types of questions
- Individual and Group practice
- Reflection and Q&A

**WE WILL BE ACTIVE DURING THIS SESSION – SO BE READY!**

# Jo Cheadle

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- Who am I?
- Where am I from?
- What do I do?

Is there another question you'd like to ask me?

# Activity One

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- Find your partner
- Open you paper
- Ask the questions
- Answer the questions

How did that feel?

# Why Guiding Questions?

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The guiding question provides the holistic lens to approach each Statement of Practice and take impact into consideration.

It is not the only question we ask to get the answer we need. We will eventually get to answer this question after asking a series of other questions.

# A closer look:

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## Tenet 3 – Curriculum

SOP 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to the needs of students.

Guiding Question: Do the school leaders ensure that staff are able to develop and offer a rigorous, coherent curriculum that takes into account student needs and **leads to college and career readiness?**

# Activity Two

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Individual Prompt:

Look closely at the SOP and guiding question

What do you need to find out to **eventually** get to the answer for the guiding question thoroughly and accurately?

Create three questions that will take you towards the final answer?

Note who you will ask these questions of.

Share with the table.

# Activity Three: Types of questions

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Closed (dichotomous)	Propensity
Open ended	Scale
Clarifying	Hypothetical
Importance	Positive/Negative Connotation
Likert	Embarrassing
Bipolar	Funnel
Knowledge	Probing
Comprehension	Rhetorical
Application	Contingency
Analysis	Silly
Synthesis	Misleading
Evaluation	

# Activity Four: Group Activity

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Work with group members who share the same numbers

Allocate the following roles:

4 stakeholder group members

2 reviewers

2 observers

Preparation (10 minutes):

Read your role instructions

Execution (10 minutes):

Role play the stakeholder meeting

# Share Out

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## **Observers share out**

What was the type of question used most?

What did you consider to be the most effective question? Why?

# Q&A

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