

## Technology and TEAM - Academic Feedback and Questioning

Questioning is one of the 12 indicators on the TEAM General Educator Rubric. In this session, participants will be introduced to technology tools and strategies that will incorporate using a balanced mix of high quality questions and providing high-quality academic feedback to students. Teachers will also be directed to resources that will assist them with learning more about asking purposeful questions. Length of Session 1 Hour

### Objectives:

TLW read and share information gleaned from article about questioning.

TLW look at and evaluate questions worded at the various levels of Blooms taxonomy and then using their curriculum to write 2 upper level questions for the area they are currently teaching.

TLW participate in taking a simple test using various feedback modes.

### TEAM Rubric Objectives:

Teacher questions are varied and high-quality, providing a balanced mix of question types:

- knowledge and comprehension;
- application and analysis; and
- creation and evaluation.
- Questions require students to regularly cite evidence throughout lesson.
- Questions are consistently purposeful and coherent.
- A high frequency of questions is asked.
- Questions are consistently sequenced with attention to the instructional goals.
- Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
- Wait time (3-5 seconds) is consistently provided.
- The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.
- Students generate questions that lead to further inquiry and self-directed learning.
- Questions regularly assess and advance student understanding
- When text is involved, majority of questions are text based

### Nets:

2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.

## PLC;

1. What is it we want our students to learn?
- 2. How will we know if each student has learned it?**
- 3. How will we respond when some students do not learn it?**
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

## Bellwork

**Watch video from link under resources.**

### Activity

Read one of the 3 articles on Questioning and post what you learned, or questions you still have to our lino-it. Be prepared to discuss the article you read.

### Activity

Take some time to study Bloom Taxonomy of questions. After looking at the suggested words to use with each level decide which level most of the questions you ask daily fall in and post to our lino-it.

### Activity

Discuss as a class the 7 things to remember when giving feedback.

### Activity

Use the feedback tools to practice making or determining the various levels of questions.