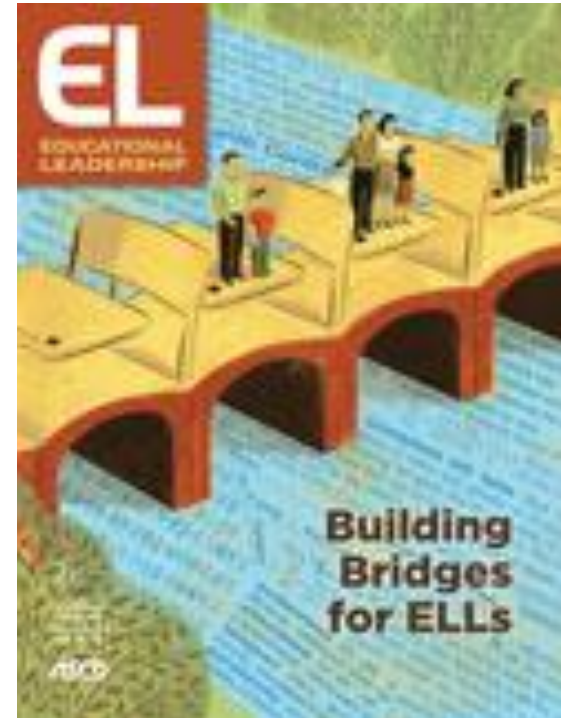
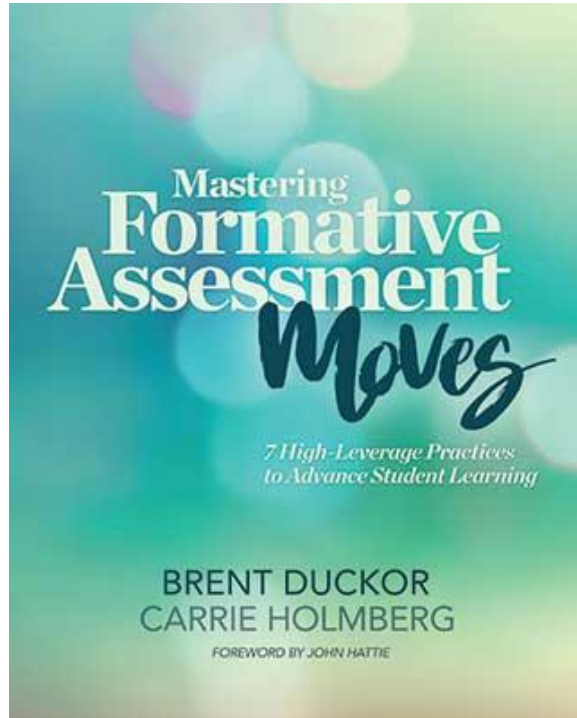


# The Power of Posing, Pausing, and Probing Moves to Advance Deeper Learning

Brent Duckor, PhD  
Carrie Holmberg, EdD



# Context for Our Work



# Our Backgrounds

- **Dr. Brent Duckor** is an Associate Professor in the Department of Teacher Education and Core Faculty in the Ed.D. Leadership program at San José State University.
- Taught History, Economics, Civics, and Entrepreneurship at Central Park East Secondary School in East Harlem (NYC).
- Supervise pre-service teachers and collaborate with cooperating teachers across multiple counties in Northern California.
- **Dr. Carrie Holmberg** is a Lecturer in the Department of Teacher Education at San José State University.
- Taught English Language Arts and Journalism at a Title I high school in California and was a National Board Certified Teacher for 20 years.
- Supervise pre-service teachers and collaborate with cooperating teachers in 8 subject areas across multiple counties in Northern California.

We work with ELA, math, science, art, music, P.E., social science, and world language teachers.

# Welcome to our Leading Forward Webinar Series

- ❑ The Power of Posing, Pausing, and Probing Moves to Advance Deeper Learning (**February 24, 2-3pm**)
- ❑ The Power of Bouncing, Tagging, and Binning Moves to Improve Decision Making During a Lesson (**March 24, 2-3pm**)
- ❑ Formative Assessment Moves to Uncover Academic Language Demands and Support English Learners During a Lesson (**April 21, 2-3pm**)



# Poll 1: Situating Ourselves

1. Tell us where you are in the K-12 system.
2. Which region of California?
3. Have you done any formative assessment training previously?

Opener/Warm Up/Check for Prior Knowledge

# Brainstorm

What comes to mind?



FA

# Today's Agenda:

## Uncovering the Power of FA Moves in a Lesson



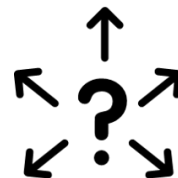
When do we need to ask questions during the lesson?

Which kinds of questions are worth asking, at which points in the lesson?



How much time is enough time to generate meaningful responses?

And give equity of “voice”?



Why is it important to ask students to elaborate on their “first draft” responses to a question or prompt?



# What the Research Tells us

# Purposes Matter

## Assessment of Learning

- Summative
- Proficiency-focused
- End of unit, semester, or year
- Test-taking skills
- Motivation for some
- Standard met or not met

## **Assessment for Learning**

- **Formative**
- **Process-oriented**
- **Continuously occurring**
- **DURING a LESSON**
- **Feedback during the instructional cycle**
- **Progress and growth mindset**

# FA Practices Raise Student Achievement

“There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. We know of no other way of raising standards for which such a strong...case can be made.”

(Black & Wiliam, 1998)

# Hattie's Work Reminds us FA Still Counts

- In a massive study of over **95,000 studies**
- Formative assessment ranks 4th (out of 150) of the most **powerful educational influences** on learning
- Formative assessment is a “high-leverage” **evidence-based practice**

Bottom line: We have hard data that soft data gathered during instruction matters.

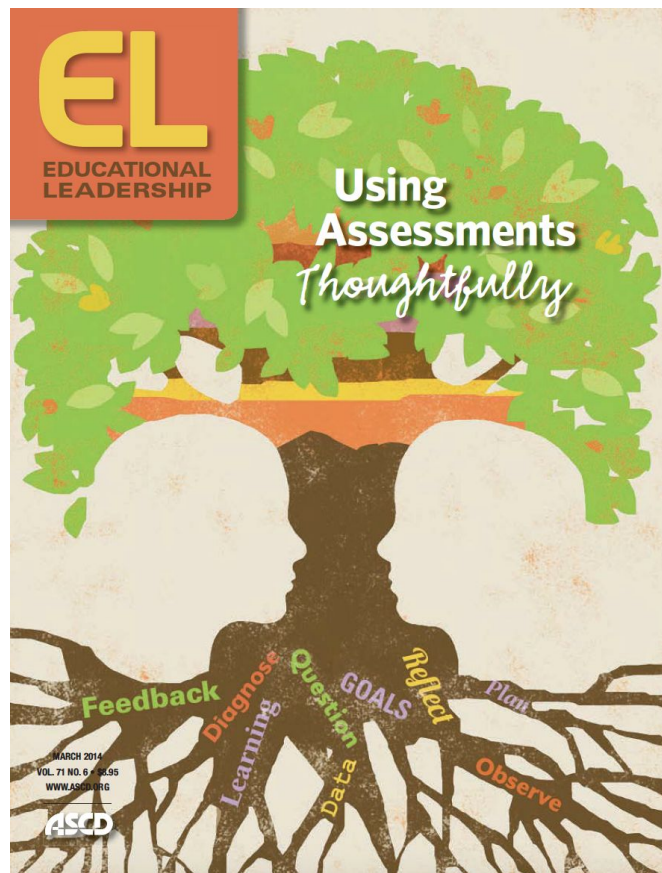
# FA Practices

- ❖ Setting clear lesson-learning goals and success criteria, so students understand what they're aiming for;
- ❖ **Gathering evidence of learning during lessons to determine where students are relative to goals;**
- ❖ A pedagogical response to evidence, including descriptive feedback that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?;
- ❖ Peer- and self-assessment to strengthen students' learning, efficacy, confidence, and autonomy; and
- ❖ **A collaborative classroom culture where students and teachers are partners in learning.**

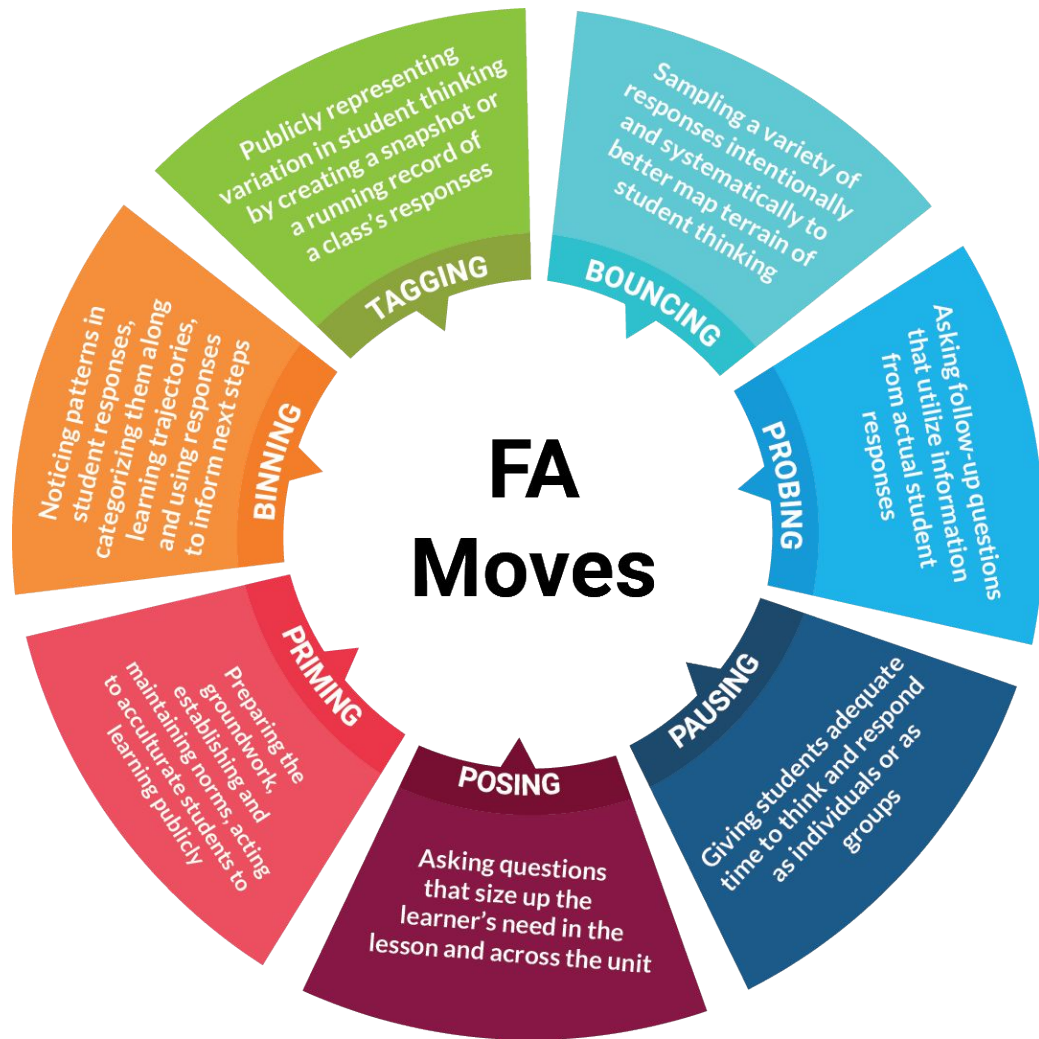
# The FA Challenge

“What makes formative assessment so effective?  
It depends on whom you talk to. Although experts tell us that formative assessment is one of the most powerful ways to raise student achievement...

... we don't always know **which practices** are most effective, when to deploy them, and why a **particular combination** actually worked **for a particular student** in a **particular classroom**.”



We've identified  
**7 high-leverage  
moves**  
to identify where  
students currently are,  
where we are going,  
and how to get there  
together



# Making FA Moves that Make a Difference During COVID-19: Understanding the Power of P-P-P



# Did You Know?

According to one study teachers ask over 300 questions a day!

\*\*\*\*\*

We want to distinguish today between

- general questions that make up the day's work of teaching and
- specific questions embedded in a lesson that drive towards deeper learning

These questions we are posing must signal our interest in student thinking/feelings now more than ever...for equity-driven instruction.

# Making the Shift: Unpacking Our Question Moves

- Aimed at classroom management
- Task/Assignment completion
- “Good of the order”
- ❑ Multiple entry points
- ❑ Aim at conceptual understanding
- ❑ Directing and maintaining attention by inviting responses from all
- ❑ Elicit curiosity



Today we're focusing on posing-pausing-probing (**"P-P-P" Moves**) to check for understanding and for re-engagement



# Posing as an FA practice

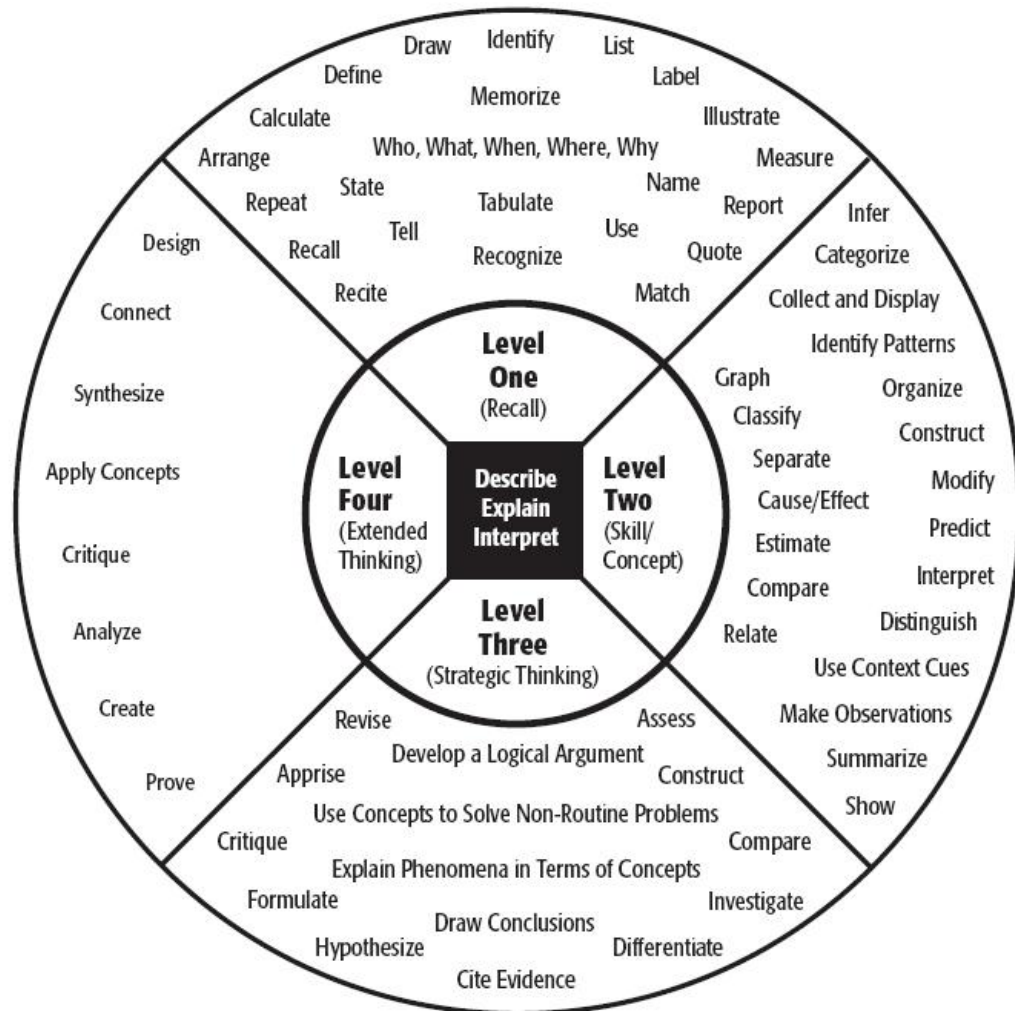




## **POSING**

Asking questions  
that size up the  
learner's need in the  
lesson and across the unit

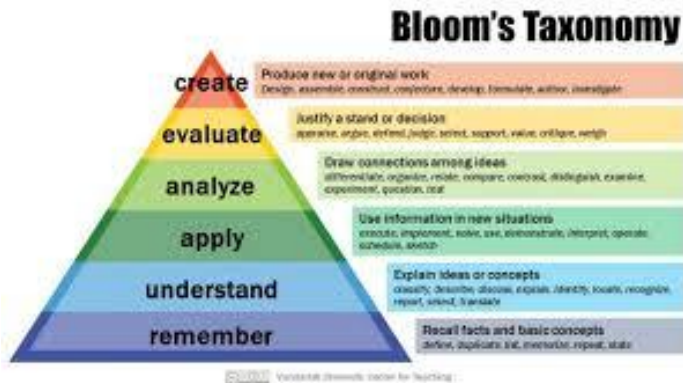
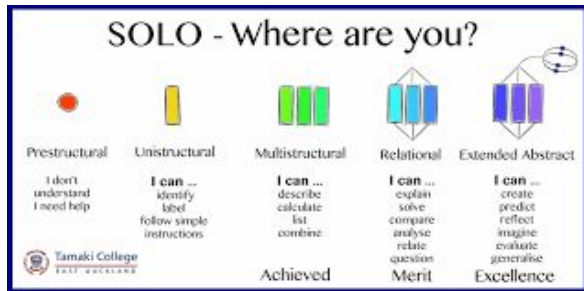
# Got Learning Targets & Goals? Webb's DOK





<p><b>DOK 1</b></p> <ul style="list-style-type: none"> <li>• Can you recall ____?</li> <li>• When did ____ happen?</li> <li>• Who was ____?</li> <li>• How can you recognize ____?</li> <li>• What is ____?</li> <li>• How can you find the meaning of ____?</li> <li>• Can you recall ____?</li> <li>• Can you select ____?</li> <li>• How would you write ____?</li> <li>• What might you include on a list about ____?</li> <li>• Who discovered ____?</li> <li>• What is the formula for ____?</li> <li>• Can you identify ____?</li> <li>• How would you describe ____?</li> </ul>	<p><b>DOK 2</b></p> <ul style="list-style-type: none"> <li>• Can you explain how ____ affected ____?</li> <li>• How would you apply what you learned to develop ____?</li> <li>• How would you compare ____?</li> <li>• Contrast ____?</li> <li>• How would you classify ____?</li> <li>• How are ____ alike? Different?</li> <li>• How would you classify the type of ____?</li> <li>• What can you say about ____?</li> <li>• How would you summarize ____?</li> <li>• How would you summarize ____?</li> <li>• What steps are needed to edit ____?</li> <li>• When would you use an outline to ____?</li> <li>• How would you estimate ____?</li> <li>• How could you organize ____?</li> <li>• What would you use to classify ____?</li> <li>• What do you notice about ____?</li> </ul>
<p><b>DOK 3</b></p> <ul style="list-style-type: none"> <li>• How is ____ related to ____?</li> <li>• What conclusions can you draw ____?</li> <li>• How would you adapt ____ to create a different ____?</li> <li>• How would you test ____?</li> <li>• Can you predict the outcome if ____?</li> <li>• What is the best answer? Why?</li> <li>• What conclusion can be drawn from these three texts?</li> <li>• What is your interpretation of this text? Support your rationale.</li> <li>• How would you describe the sequence of ____?</li> <li>• What facts would you select to support ____?</li> <li>• Can you elaborate on the reason ____?</li> <li>• What would happen if ____?</li> <li>• Can you formulate a theory for ____?</li> <li>• How would you test ____?</li> <li>• Can you elaborate on the reason ____?</li> </ul>	<p><b>DOK 4</b></p> <ul style="list-style-type: none"> <li>• Write a thesis, drawing conclusions from multiple sources.</li> <li>• Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.</li> <li>• Write a research paper on a topic.</li> <li>• Apply information from one text to another text to develop a persuasive argument.</li> <li>• What information can you gather to support your idea about ____?</li> <li>• DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.</li> <li>• DOK 4 requires time for extended thinking.</li> </ul>

There are so many  
“solutions” for  
posing questions it  
can be dizzying and  
at times  
overwhelming



**COMMON  
CORE**

**CALIFORNIA  
CONTENT  
STANDARDS**

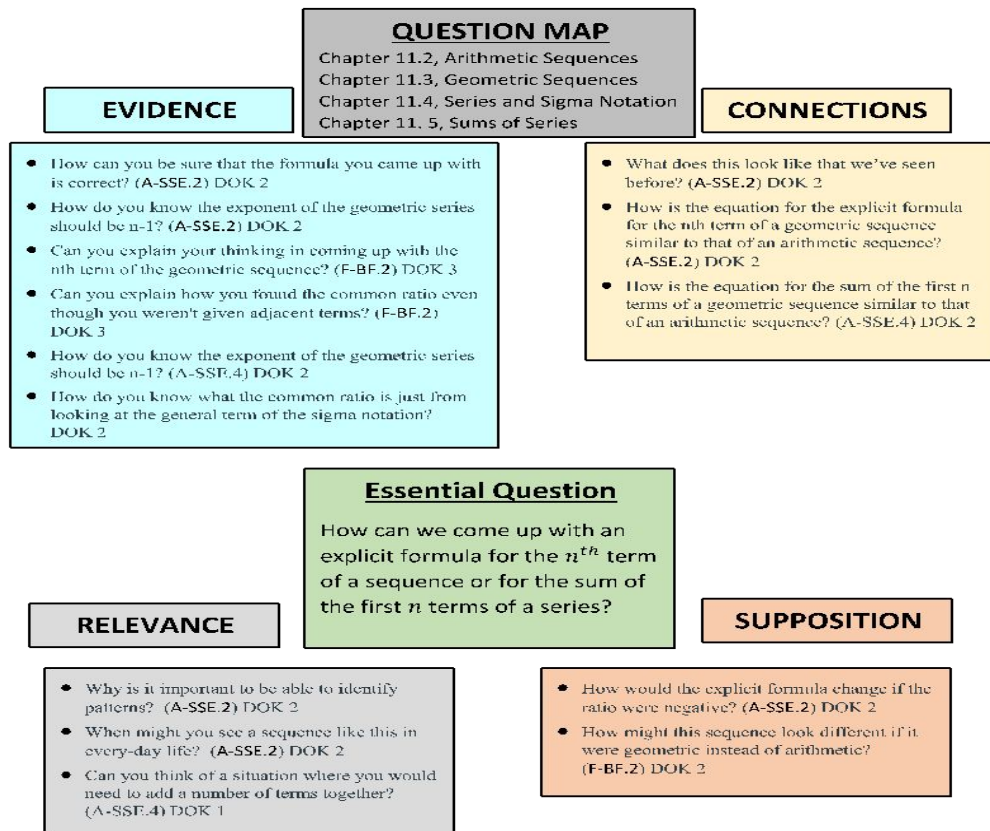




# Learning to Ask and Answer Powerful Questions in Extraordinary Times

- How is what we are learning (in this lesson) **connected** to another things or ideas (from other lessons)?
- From whose **viewpoint** is this written? Or said? Or heard?
- What is the **evidence** to support this or that claim...?
- *What if* things/events/etc. had been different? Can you **speculate** about...? Or imagine alternatives?
- Why are we studying this? What's the **relevance** to our lives? How can this knowledge be applied?

Are we posing questions that meet students where they are while sizing up the learner's needs in the lesson and across the unit?




# Posing for Equitable Learning

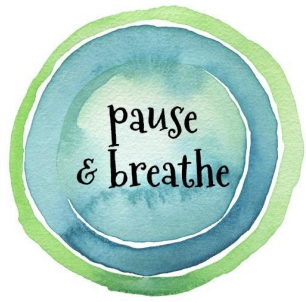


“Pose questions that empower. Students learn by engaging meaningful questions and asking questions themselves. The sound of learning comes when students are comfortable giving responses, all kinds of responses. It is important to refrain from asking only questions that yield absolute answers.”

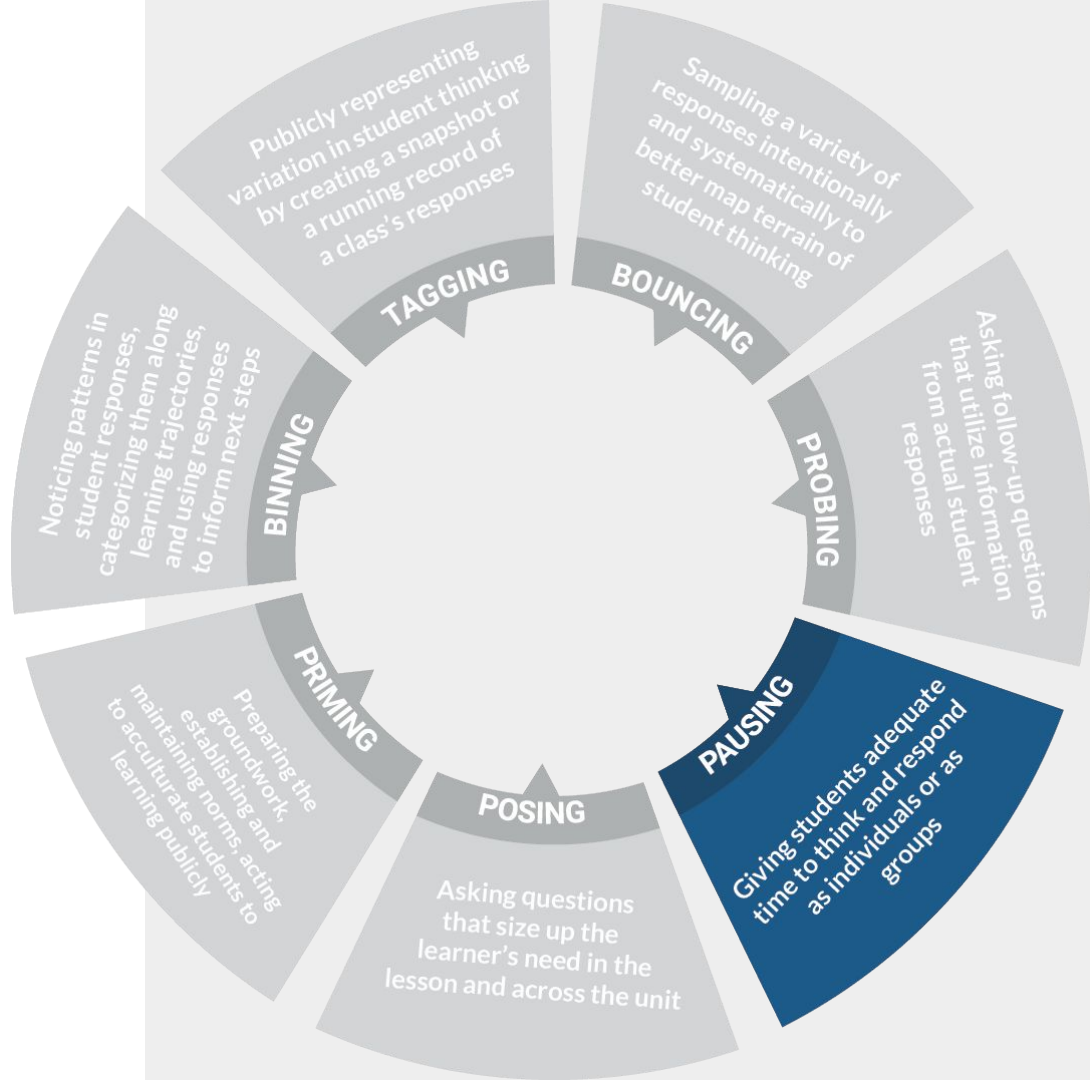
—Bill, beginning middle school teacher



pause  
& breathe



# Pausing as an FA practice





# Pausing

Giving students adequate time to think and respond as individuals or as groups





# Go-to Pausing Moves

*Think-pair-share: 2 minutes.*

*Take 30 seconds BEFORE entering your response into chat.*

*Take a moment to talk in your group before I visit you in breakout rooms.*





“Pausing communicates caring—that what students say and do is worth slowing down for.”

-Deidre, 6<sup>th</sup> grade art teacher



“Pausing is hard.”

-Oscar, high school math teacher

# Pausing Moves...

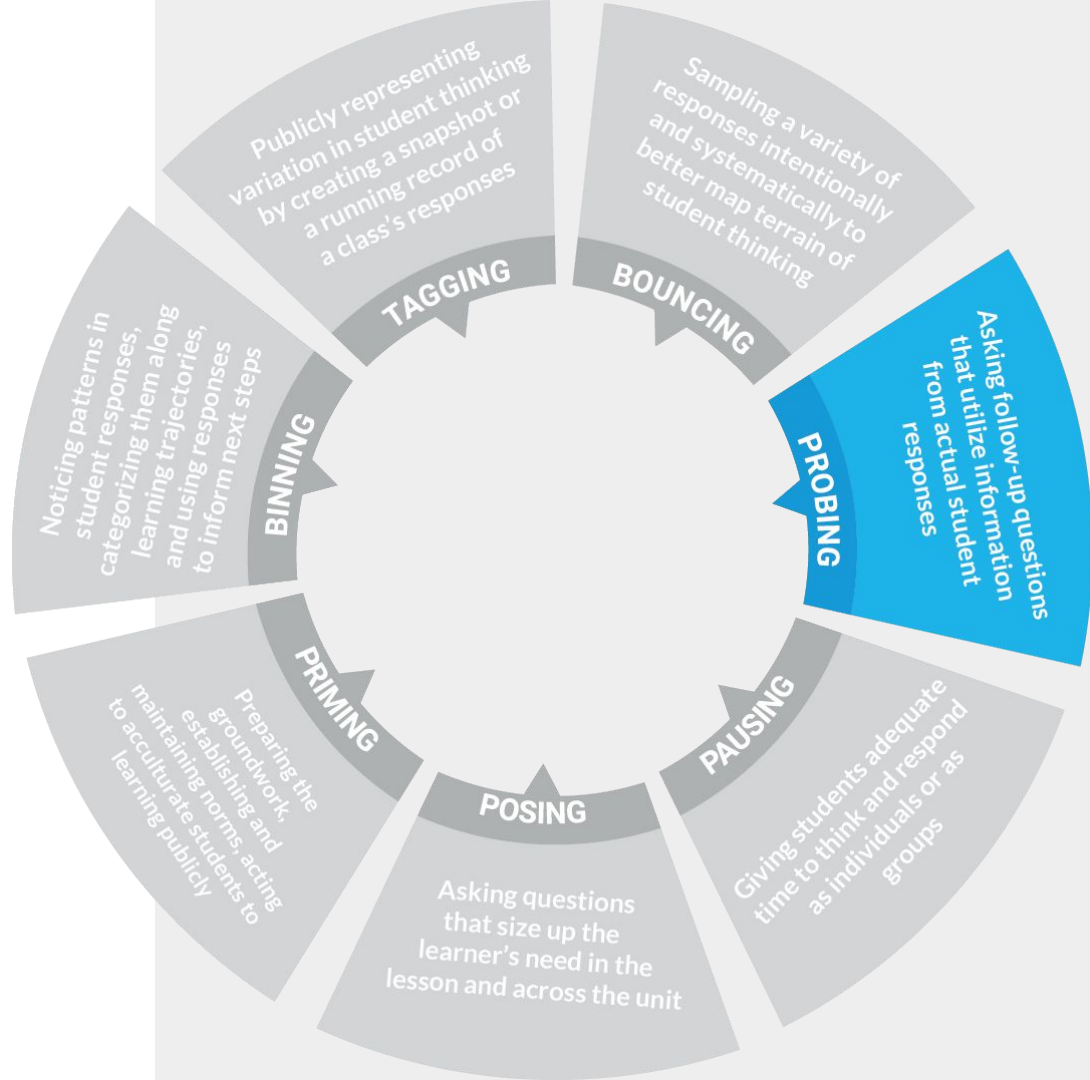
**Give our students adequate time to think** and respond as individuals or in groups

Pausing moves directly support:

- equity of participation for all students
- sounder decision making for teachers
- possibilities for critical thinking & deeper learning



# Probing as an FA Practice





# Probing as an FA Practice

Asking follow-up questions that utilize information from actual student responses



# Go-to Probes

*Say more...*

*Can you explain that to your table partner?*

*See if you explain it to your breakout group?*



# Example: P-P-P cycle of Checking for Understanding

Teacher poses the initial question: “Why do things sink and float?”

Student responds: “Sharp things definitely sink!”

Teacher probes on student response: “That’s interesting...can you say more? Try to explain why you think ‘Sharp things definitely sink

# Science CFU Example: Using P-P-P Cycle to Uncover Misconceptions

Teacher  
/POSES

Why do things sink and float?

Teacher  
/PAUSES

Take 2 minutes to type or write your response in the Google form.

Student/  
Initial Response

Sharp things definitely sink!

Teacher/  
PROBES

That's interesting...can you say more? Try to explain why you think "Sharp things definitely sink."

Teacher  
/PAUSES

Think-pair-share to explain your reasoning. Use your sentence scaffolds.

Student/  
Elaboration

We think sharp things sink because...

Learning Target	Initial Pose	Follow-up Probes
Evidence	What do we know?	How do you know? Can you state your source? How credible is this? Are you sure? Can you back it up with more evidence?
Perspective	Whose point of view is this?	Are there other perspectives? Whose perspective is missing? Whose perspective seems to matter most?
Connections	How are things/actions/events/ideas connected?	Which connections cause other events or ideas? How are these things connected? Is there a relationship? What else influences these actions or events?
Supposition	What if...?	Is there another possibility? Could events have turned out differently? What are the alternatives? What effect might it have? What other hypotheses can you formulate?
Relevance	Why does this matter?	Who cares? How is it relevant to our lives? What effect does it have? Will anything change as a result of studying this material?



# Probing Moves...

**Asking follow-up questions** that use information from **actual student responses**

Probing moves directly support:

- equity of participation by asking ALL children to “Please say more”...
- sounder decision making as teachers (“Do I need to slow down, re-teach, or reflect on “where we are”)
- critical thinking & deeper learning by asking for elaboration

# Probing

“If students aren’t interested in the subject matter, probing will be an irritation, a nuisance.”

-Diego, 8th grade science teacher



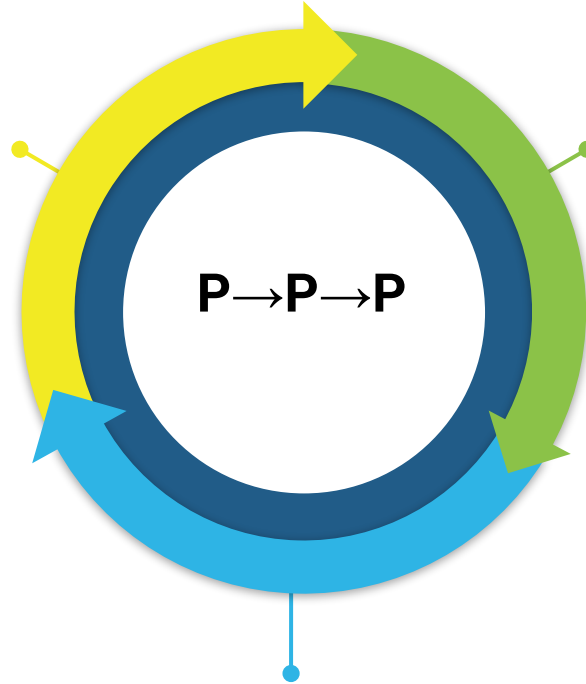
“Of all the moves, probing seems easiest to mess up in ways that can really jeopardize a teacher-student relationship.”

-Lucia, music teacher

# Putting it All Together

# A Virtuous Circle

**Pausing** leads to  
think-time



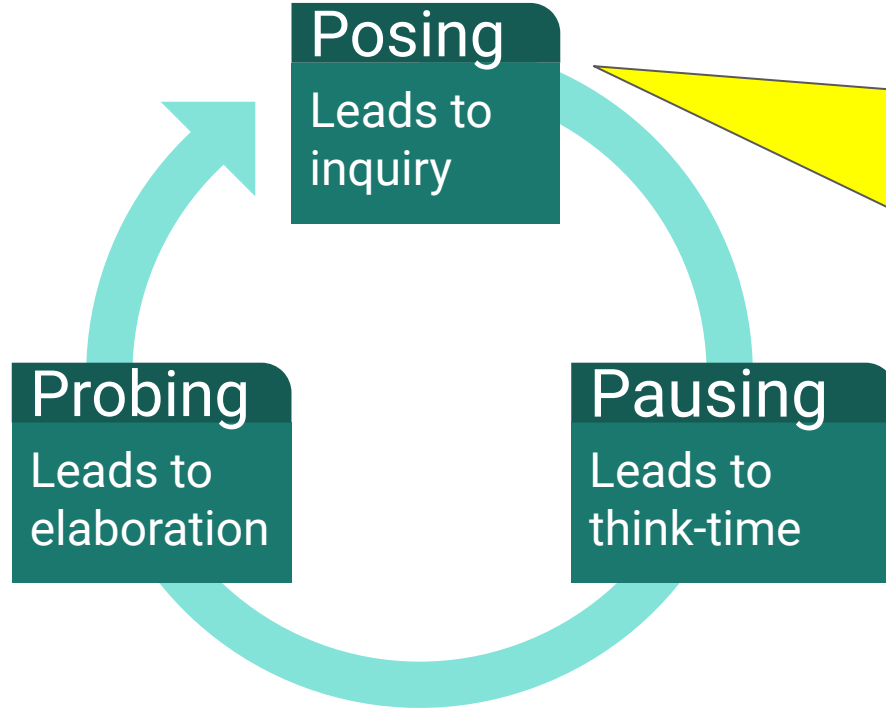
**Probing**  
leads to  
elaboration

**Posing** leads to inquiry

# Formative Assessment Moves

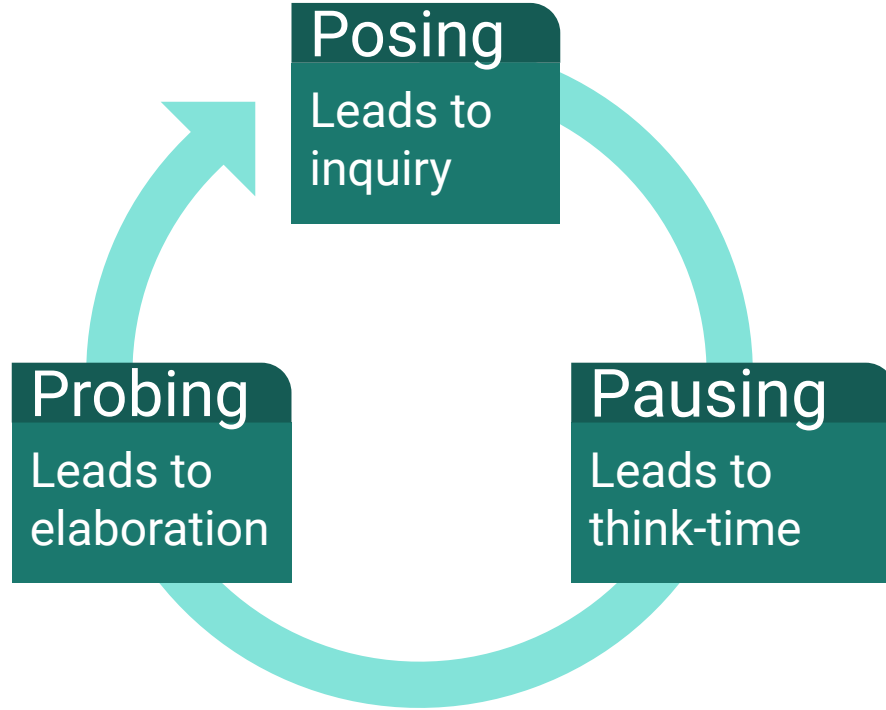
- Build student participation
- **Encourage equity of voice**
- Make thinking public
- Reveal patterns in understanding in real-time
- **Promote safe spaces to question or clarify**
- Support academic language use and production in Zoom

Let's share in chat



Why does posing matter?

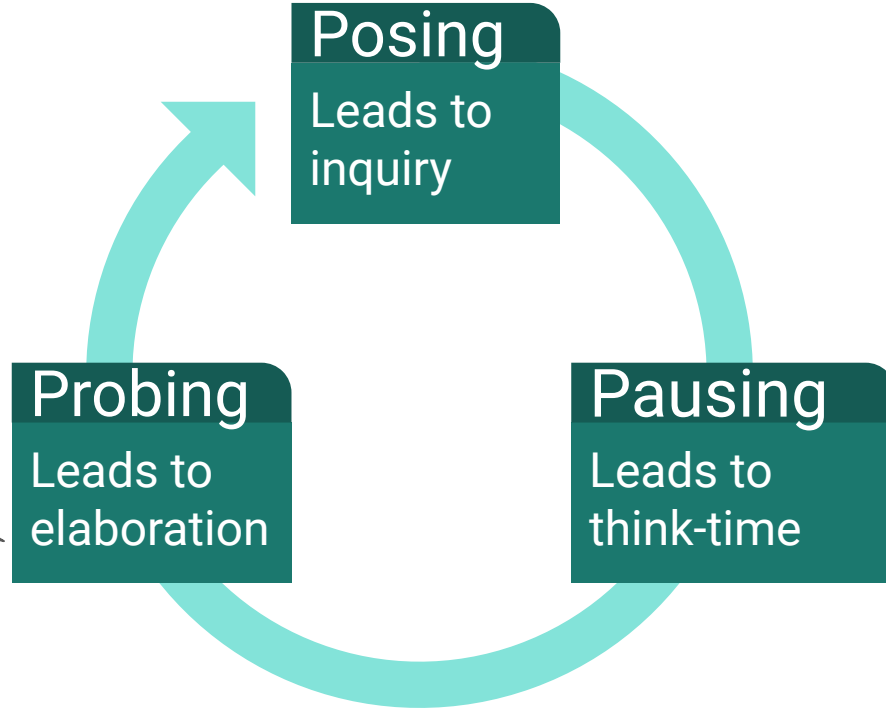
# Let's share in chat



Who  
benefits  
from  
pausing?

Let's share in chat

What are a few benefits of students elaborating on their responses?





# Ways to Connect Going Forward

## Webinars

<https://ccee-ca.org/>

The Power of Bouncing,  
Tagging, and Binning Moves  
to Improve Decision Making  
During a Lesson  
March 24, 2-3pm

Formative Assessment  
Moves to Uncover Academic  
Language Demands and  
Support English Learners  
During a Lesson  
April 21, 2-3pm

## Modules

<https://ccee-ca.org/>

Free eCourse modules:

- Overview of the FA Moves
- Priming
- Posing
- Pausing
- Probing
- Bouncing
- Tagging
- Binning
- Using the FA Moves to Close Opportunity Gaps

## “Office Hours”

[cholmberg@validitypartners.com](mailto:cholmberg@validitypartners.com)

Professional development  
support:

—5 “office hours” slots for those  
LEA/districts/schools who want  
to work with us in May

—We will be collaborating with  
those who would like to  
integrate this work into their  
LCAP



# Thank you

Please go to the link in THE CHAT to provide feedback.

