In this module, you’ll consider the value of engaging in professional conversations to impact student learning. You’ll have an opportunity to share how you have applied the knowledge you’ve gained through All Kinds of Minds coursework. The remainder of the session will focus on using a set of guidelines to support professional conversations with colleagues about student learning.
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## Appendix
Phases of Implementation

BEGIN

EXPLORING
INITIAL ENGAGEMENT WITH ALL KINDS OF MINDS PHILOSOPHY AND OFFERINGS

DEVELOPING
ACQUIRING KNOWLEDGE AND DEVELOPING SKILLS TO FOSTER STUDENT LEARNING

APPLYING
SUPPORTED USE OF THE ALL KINDS OF MINDS APPROACH IN ONE’S PRACTICE

INTEGRATING
INDEPENDENT USE OF THE ALL KINDS OF MINDS APPROACH IN ONE’S PRACTICE

SUSTAINING & ADVANCING
PROMOTING THE ALL KINDS OF MINDS APPROACH AND EXTENDING IMPACT BEYOND ONE’S CLASSROOM
Participant Objectives

As a result of participating in this module, participants will be able to:

1. Find value in having professional conversations about student learning from a neurodevelopmental perspective.

2. Recognize that implementation of All Kinds of Minds can be done through using the philosophy, beliefs, next day applications, tools, processes, or habits of mind in their educational practice.

3. Use the neurodevelopmental approach as a basis for professional conversations about student learning.

4. Engage in structured professional conversations with other educators.
All Kinds of Minds Conceptual Model

- Management by Profile
- Student Learning Partnership

- Integrating ND vocabulary into a school policy
- Book study
- Parent newsletter

- Learning about learning lesson
- Differentiation
- Subject Analysis
Sharing Experiences: Reflection

Consider one All Kinds of Minds tool or process you implemented prior to this module.

What I Tried: ______________________________________________________________

Level of impact (e.g., student, classroom, school): ______________________________

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<th>What worked?</th>
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<th>What would you change?</th>
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<th>△</th>
<th>What advice would you give others using this tool?</th>
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Sharing Experiences: Discussion Instructions

1. Presenter #1 presents his/her experience based on the reflection questions on previous page.

2. While presenter is speaking, a group member jots keywords from presentation onto chart.

3. Repeat the process with each person in the group.

4. After each group member has completed their presentation, post chart on wall.

NOTES:
**Sharing Experiences: Gallery Walk**

Use this space to record ideas or points of interest while studying your colleagues’ experiences with All Kinds of Minds tools and processes.

<table>
<thead>
<tr>
<th>What I Tried</th>
<th>I would like to try or remember</th>
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<td>INDIVIDUALS FORMULATE OVERVIEW AND FRAMING QUESTION</td>
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<td>Possible question stems:</td>
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<td>&gt; How well does ...?</td>
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<td>&gt; In what ways does this ...?</td>
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</table>

| INDIVIDUALS SHARE WITH OTHER GROUP MEMBERS |

| GROUP SELECTS A FRAMING QUESTION FOR FURTHER EXPLORATION |
| NOTE: The individual whose framing question is selected becomes the Presenter. |

| GROUP MEMBERS ASK CLARIFYING QUESTIONS |
| Possible question stems: |
| > Who was involved ...? |
| > What happened when you ...? |
| > How did you approach ...? |
| > At what point did you ...? |
| > How much time ...? |

| GROUP MEMBERS PREPARE PROBING QUESTIONS |
| Possible question stems: |
| > What might you see happening in your classroom if ...? |
| > How might your assumptions about ... influence your thoughts about ...? |
| > What would have to change in order for ...? |
| > What sort of impact do you think ...? |

| GROUP MEMBERS ENGAGE IN DISCUSSION USING PROBING QUESTIONS |
| Group members can build the discussion around one or several probing questions. |
| Group members are not trying to solve a problem. |
| The Presenter listens and takes notes. |

| PRESENTER CONSOLIDATES INFORMATION |
| Sentence starters: |
| > Because of what you said, I am now thinking about ... |
| > My intentions as a result of this conversation are ... |
Framing Questions

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<th>Framing question characteristics</th>
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<td>&gt; In what ways does this …?</td>
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</table>

My overview:

My framing question:

Individuals share overview and framing question with other group members

As a small group, select one framing question for further exploration in the group discussion in Part 2.

Selected framing question:
# Clarifying Questions

Presenter shares overview and group members write clarifying questions that come to mind

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<tr>
<th>Clarifying question characteristics:</th>
<th>Possible question stems:</th>
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<td>&gt;</td>
<td>&gt; Who was involved …?</td>
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<td>&gt;</td>
<td>&gt; How much time …?</td>
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Clarifying questions for presenter:

| Group members ask presenter clarifying questions |
The distinction between clarifying questions and probing questions is very difficult for most people working with protocols. So is the distinction between probing questions and recommendations for action.

The basic distinctions are:

*Clarifying Questions* are simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that the participants can ask good probing questions and provide useful feedback later in the protocol. Clarifying questions are for the participants, and should not go beyond the boundaries of the presenter’s dilemma. They have brief, factual answers, and don’t provide any new “food for thought” for the presenter. The litmus test for a clarifying question is: Does the presenter have to think before s/he answers? If so, it’s almost certainly a probing question.

*Some examples of clarifying questions:*

- How much time does the project take?
- How were the students grouped?
- What resources did the students have available for this project?

*Probing Questions* are intended to help the presenter think more deeply about the issue at hand. If a probing question doesn’t have that effect, it is either a clarifying question or a recommendation with an upward inflection at the end. If you find yourself saying “Don’t you think you should …?” you’ve gone beyond probing questions. The presenter often doesn’t have a ready answer to a genuine probing question. Since probing questions are the hardest to create productively, we offer the following suggestions:

- Check to see if you have a “right” answer in mind. If so, delete the judgment from the question, or don’t ask it.
- Refer to the presenter’s original question/focus point. What did s/he ask for your help with? Check your probing questions for relevance.
- Check to see if you are asserting your own agenda. If so, return to the presenter’s agenda.
- Sometimes a simple “why…?” asked as an advocate for the presenter’s success can be very effective, as can several why questions asked in a row.
• Think about the concentric circles of comfort, risk and danger. Use these as a barometer. Don’t avoid risk, but don’t push the presenter into the “danger zone.”

• Think of probing questions as being on a continuum, from recommendation to most effective probing question. For example [on next page — from an actual Consultancy session in which a teacher was trying to figure out why the strongest math students in the class weren’t buying in and doing their best work on what seemed to be interesting math “problems of the week”]:

1) Could you have students use the rubric to assess their own papers? (recommendation re-stated as a question)

2) What would happen if students used the rubric to assess their own work? (recommendation re-stated as a probing question)

3) What do the students think is an interesting math problem? (good probing question)

4) What would have to change for students to work more for themselves? (better probing question)

In summary, good probing questions:

• are general and widely useful
• don’t place blame on anyone
• allow for multiple responses
• help create a paradigm shift
• empower the person with the dilemma to solve his or her own problem (rather than deferring to someone with greater or different expertise)
• avoid yes/no responses
• are usually brief
• elicit a slow response
• move thinking from reaction to reflection
• encourage taking another party’s perspective

Some final hints for crafting probing questions. Try the following questions and/or question stems. Some of them come from Charlotte Danielson’s Pathwise work, in which she refers to them as “meditational questions.”

• Why do you think this is the case?
• What would have to change in order for…?
• What do you feel is right in your heart?
• What do you wish…?
• What’s another way you might…?
• What would it look like if…?
• What do you think would happen if…?
• How was…different from…?
• What sort of an impact do you think…?
• What criteria did you use to…?
• When have you done/experienced something like this before?
• What might you see happening in your classroom if…?
• How did you decide/determine/conclude…?
• What is your hunch about ….?
• What was your intention when ….?
• What do you assume to be true about ….?
• What is the connection between…and…?
• What if the opposite were true? Then what?
• How might your assumptions about…have influenced how you are thinking about…?
• Why is this such a dilemma for you?

Some Examples of Probing Questions:
• Why is a “stand-and-deliver” format the best way to introduce this concept?
• How do you think your own comfort with the material has influenced your choice of instructional strategies?
• What do the students think is quality work?
• You have observed that this student’s work lacks focus – what makes you say that?
• What would the students involved say about this issue?
• How have your perspectives on current events influenced how you have structured this activity?
• Why aren’t the science teachers involved in planning this unit?
• Why do you think the team hasn’t moved to interdisciplinary curriculum planning?
• What would understanding of this mathematical concept look like? How would you know students have “gotten it”?
• Why did allowing students to create their own study questions cause a problem for you?
• Why do you think the expected outcomes of this unit weren’t communicated to parents?
• What was your intention when you assigned students to oversee the group activity in this assignment?
• What evidence do you have from this student’s work that her ability to reach substantiated conclusions has improved?
• How might your assumptions about the reasons why parents aren’t involved have influenced what you have tried so far?
• How do you think your expectations for students might have influenced their work on this project?
• What do you think would happen if you restated your professional goals as questions?
• What other approaches have you considered for communicating with parents about their children’s progress?
# Probing Questions

**Group members prepare probing questions**

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<thead>
<tr>
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<td>&gt; What sort of impact do you think …?</td>
</tr>
</tbody>
</table>

**Probing questions for the group discussion:**

**Group members engage in discussion using probing questions**

*NOTE: Space is provided on the next page for the presenter to take notes.*
Group Discussion

PRESENTER NOTES:

**Presenter consolidates information and shares with the group**

*Sentence starters:*

> Because of what you said, I am now thinking about …

> My intentions as a result of this conversation are …
Your Next Steps

My plans for connecting with a community of learners:

My intentions for using Professional Conversations in my own practice:
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- Guidelines for Conversations for Student Learning.................................................................A1
- Conversations for Student Learning Flow Chart ......................................................................A2
- Additional Resources for Professional Conversations .............................................................A3
Conversations for Student Learning

PART 1 – Preparation for Group Discussion

INDIVIDUALS FORMULATE OVERVIEW AND FRAMING QUESTION
Possible question stems:
> What are some ways to …?
> How could I …?
> How well does …?
> In what ways does this …?

INDIVIDUALS SHARE WITH OTHER GROUP MEMBERS

GROUP SELECTS A FRAMING QUESTION FOR FURTHER EXPLORATION
NOTE: The individual whose framing question is selected becomes the Presenter.

GROUP MEMBERS ASK CLARIFYING QUESTIONS
Possible question stems:
> Who was involved …?
> What happened when you …?
> How did you approach …?
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GROUP MEMBERS PREPARE PROBING QUESTIONS
Possible question stems:
> What might you see happening in your classroom if …?
> How might your assumptions about … influence your thoughts about …?
> What would have to change in order for …?
> What sort of impact do you think …?

PART 2 – Group Discussion

GROUP MEMBERS ENGAGE IN DISCUSSION USING PROBING QUESTIONS
> Group members can build the discussion around one or several probing questions.
> Group members are not trying to solve a problem.
> The Presenter listens and takes notes.

PRESENTER CONSOLIDATES INFORMATION
Sentence starters:
> Because of what you said, I am now thinking about …
> My intentions as a result of this conversation are …
Conversations for Student Learning Flow Chart

**PART 1 – Preparation for Group Discussion**

- Individuals Formulate Overview and Framing Questions
- Individuals Share with Other Group Members
- Group Selects a Framing Question for Further Exploration
- Group Members Ask Clarifying Questions
- Group Members Prepare Probing Questions

**PART 2 – Group Discussion**

- Group Members Engage in Discussion Using Probing Questions
- Presenter Consolidates Information
Additional Resources for Professional Conversations


Center for Collaborative Education. Turning Points – Transforming Middle Schools. Website: www.turningpts.org/tools.htm


National School Reform Faculty – Harmony Education Center. Website: www.nsrfharmony.org/resources.html.