

# QUESTION EVERY DAY ?

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What is your purpose in the world? Who have you helped today? What would make you feel supported as a student leader? What is the funniest dad joke you've heard or told? What makes you smile every time? Questions are the doorway to understanding. We stop learning and progressing when we stop asking questions. When we question every day and actively listen with our ears, eyes, heart, and mind we will find deeper understanding and answers we never expected. Leaders ask the next question.

## CADA Standards:

Communication: 2.3, 2.6, 2.7, 3.1, 3.2, 3.5, 3.6, 5.2, 5.5, 5.6, 5.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.10

Personal & Social Development: 1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.3, 3.5, 3.10

## QUESTIONS are the doorway to UNDERSTANDING



What is your purpose in the world?



Who have you helped today?



What makes you smile?

## LIFELONG LEARNER

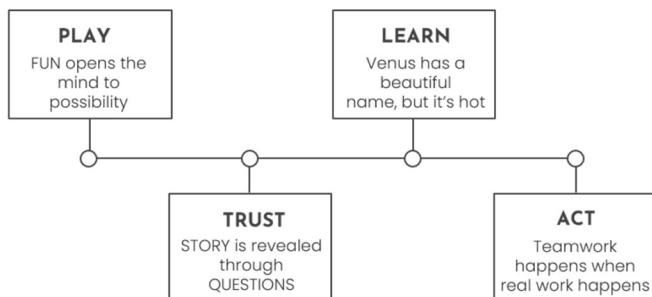
"I want to be a bank of questions, not a bank of solutions"

- Michele Anderson, Principal

## BE BRAVE ENOUGH TO ASK

[https://www.youtube.com/watch?v=Bklzo\\_oNVho](https://www.youtube.com/watch?v=Bklzo_oNVho)

## INTENTIONAL PROCESS



PLAY. TRUST. LEARN. - Phil Boyte

## NEVER SKIP THE WARMUP

"We don't have time for touchy-feely stuff...the students are fighting every day."

- Struggling Principal

## ICEBREAKERS

- Quick activities – Focus is FUN
- Match 7
- Count up
- Rock/Paper/Scissors
- RPS Squad
- 1-2-3 (clap-shimmy-woo)
- Ultimate Thumb War
- Tenzie (or fivezie)
- Musical Chairs (no outs)
- Human Tik-Tac-Toe
- Match Face

## INTENTIONAL AGENDA

Mission & Vision  
(Core Values at the TOP)  
WHY – Grounding  
WAY – Learning  
HOW – Reports  
HOPE – Feedback  
HELP – Get Stuff Done!

"Let them tell you their stories. Work stories. Pet stories. Homework stories. Relationship stories. Stop and listen. One on one or even in a class of 34, which I've had, it's a game changer. 23 years later RELATIONSHIPS are the most effective tool in my teaching toolbox."

— HEATHER LEISE, TEACHER

## QUESTION BANK

- Conversation Starters – 350
- Daily Calendar/Monthly Calendar of BIG ideas
- Question Banks (Amazon)
- 6 Questions to Ask Your Students on Day One
- Do you know your Why?
- Human Element Survey
- What's your go-to Question?

## FEED-FORWARD



## LEARN

What's on your Amazon Book List?



**Start with Why: How Great Leaders Inspire Everyone to Take Action**  
by Simon Sinek (Paperback) | Offered by Amazon.com.



**The Third Door: The Wild Quest to Uncover How the World's Most Successful People Launched Their Careers**  
by Alex Banayan (Hardcover) | Offered by Amazon.com.



**The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization**  
by John C. Maxwell (Paperback) | Offered by Amazon.com.



**Habit Stacking: 127 Small Changes to Improve Your Health, Wealth, and Happiness**  
by S.J. Scott, Jonathan Green (Kindle Edition) |



**The Power of TED\* (\*The Empowerment Dynamic): 10th Anniversary Edition**  
by David Emerald, Robert Lanphear (Paperback) | Offered by Amazon.com.



**Life Is in the Transitions: Mastering Change at Any Age**  
by Bruce Feiler (Hardcover) | Offered by \*Smart Student\*.



**Boundaries Updated and Expanded Edition: When to Say Yes, How to Say No To Take Control of Your Life**  
by Henry Cloud, John Townsend (Paperback) | Offered by Lower-Christian-Prices.



**Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones**  
by James Clear (Hardcover) | Offered by Amazon.com.



**Action Packed Leadership: Empowering High School Students to Think Positive, Take Action, and Create Change**  
by Kyle Willkom (Paperback) | Offered by Amazon.com.



**The Culture Code: The Secrets of Highly Successful Groups**  
by Daniel Coyle (Hardcover) | Offered by Amazon.com.

Playing on a team does not build character; it exposes it.

It is up to us to cultivate the characteristics it takes to BE a TEAM and MAKE a DIFFERENCE

## CHECKLIST

PLAY	<input type="radio"/>	ICE-BREAKERS, MUSIC, PHOTO SHARE, LAUGHTER
TRUST	<input type="radio"/>	QUESTION BANK, CALENDAR, DAILY HABIT
LEARN	<input type="radio"/>	START EVERY CHALLENGE WITH KEY QUESTIONS
ACT	<input type="radio"/>	WORK TOGETHER, SOLVE TOGETHER, ASK NEW Q
FEED-FORWARD	<input type="radio"/>	SHARE THE LEARNING, CONTINUOUS IMPROVEMENT
INSPIRE	<input type="radio"/>	TINY MOMENTS MAKE A DIFFERENCE

## INSPIRE

[https://www.youtube.com/watch?v=4p5286T\\_kn0](https://www.youtube.com/watch?v=4p5286T_kn0)



# CONVERSATION STARTERS: 350 GOOD QUESTIONS TO ASK

<http://conversationstartersworld.com/good-questions-to-ask/>

Here is my ridiculously long list of good questions to ask. Use them to get a conversation going or as a fun way to pass the time with friends or loved ones. With 350 questions to choose from, I'm confident that everyone can find plenty of good questions to ask!

Try to be creative as you can and have fun with the questions. And don't forget to ask follow up questions!

1. What weird food combinations do you really enjoy?
2. What social stigma does society need to get over?
3. What food have you never eaten but would really like to try?
4. What's something you really resent paying for?
5. What would a world populated by clones of you be like?
6. Do you think that aliens exist?
7. What are you currently worried about?
8. Where are some unusual places you've been?
9. Where do you get your news?
10. What are some red flags to watch out for in daily life?
11. What movie can you watch over and over without ever getting tired of?
12. When you are old, what do you think children will ask you to tell stories about?
13. If you could switch two movie characters, what switch would lead to the most inappropriate movies?
14. What inanimate object would be the most annoying if it played loud upbeat music while being used?
15. When did something start out badly for you but in the end, it was great?
16. How would your country change if everyone, regardless of age, could vote?
17. What animal would be cutest if scaled down to the size of a cat?
18. If your job gave you a surprise three day paid break to rest and recuperate, what would you do with those three days?
19. What's wrong but sounds right?
20. What's the most epic way you've seen someone quit or be fired?
21. If you couldn't be convicted of any one type of crime, what criminal charge would you like to be immune to?
22. What's something that will always be in fashion, no matter how much time passes?
23. What actors or actresses play the same character in almost every movie or show they do?
24. In the past people were buried with the items they would need in the afterlife, what would you want buried with you so you could use it in the afterlife?
25. What's the best / worst practical joke that you've played on someone or that was played on you?
26. Who do you go out of your way to be nice to?
27. Where do you get most of the decorations for your home?
28. What food is delicious but a pain to eat?
29. Who was your craziest / most interesting teacher?
30. What "old person" things do you do?
31. What was the last photo you took?
32. What is the most amazing slow motion video you've seen?
33. Which celebrity do you think is the most down to earth?
34. What would be the worst thing to hear as you are going under anesthesia before heart surgery?
35. What's the spiciest thing you've ever eaten?
36. What's the most expensive thing you've broken?
37. What obstacles would be included in the World's most amazing obstacle course?
38. What makes you roll your eyes every time you hear it?
39. What do you think you are much better at than you actually are?
40. Should kidneys be able to be bought and sold?
41. What's the most creative use of emojis you've ever seen?
42. When was the last time you got to tell someone "I told you so."?
43. What riddles do you know?
44. What's your cure for hiccups?
45. What invention doesn't get a lot of love, but has greatly improved the world?
46. What's the most interesting building you've ever seen or been in?
47. What mythical creature do you wish actually existed?
48. What are your most important rules when going on a date?
49. How do you judge a person?
50. If someone narrated your life, who would you want to be the narrator?
51. What was the most unsettling film you've seen?
52. What unethical experiment would have the biggest positive impact on society as a whole?
53. When was the last time you were snooping, and found something you wish you hadn't?
54. Which celebrity or band has the worst fan base?
55. What are you interested in that most people aren't?
56. If you were given a PhD degree, but had no more knowledge of the subject of the degree besides what you have now, what degree would you want to be given to you?

57. What smartphone feature would you actually be excited for a company to implement?
58. What's something people don't worry about but really should?
59. What movie quotes do you use on a regular basis?
60. Do you think that children born today will have better or worse lives than their parents?
61. What's the funniest joke you know by heart?
62. When was the last time you felt you had a new lease on life?
63. What's the funniest actual name you've heard of someone having?
64. Which charity or charitable cause is most deserving of money?
65. What TV show character would it be the most fun to change places with for a week?
66. What was cool when you were young but isn't cool now?
67. If you were moving to another country, but could only pack one carry-on sized bag, what would you pack?
68. What's the most ironic thing you've seen happen?
69. If magic was real, what spell would you try to learn first?
70. If you were a ghost and could possess people, what would you make them do?
71. What goal do you think humanity is not focused enough on achieving?
72. What problem are you currently grappling with?
73. What character in a movie could have been great, but the actor they cast didn't fit the role?
74. What game have you spent the most hours playing?
75. What's the most comfortable bed or chair you've ever been in?
76. What's the craziest conversation you've overheard?
77. What's the hardest you've ever worked?
78. What movie, picture, or video always makes you laugh no matter how often you watch it?
79. What artist or band do you always recommend when someone asks for a music recommendation?
80. If you could have an all-expenses paid trip to see any famous world monument, which monument would you choose?
81. If animals could talk, which animal would be the most annoying?
82. What's the most addicted to a game you've ever been?
83. What's the coldest you've ever been?
84. Which protagonist from a book or movie would make the worst roommate?
85. Do you eat food that's past its expiration date if it still smells and looks fine?
86. What's the most ridiculous thing you have bought?
87. What's the funniest comedy skit you've seen?
88. What's the most depressing meal you've eaten?
89. What tips or tricks have you picked up from your job / jobs?
90. What outdoor activity haven't you tried, but would like to?
91. What songs hit you with a wave of nostalgia every time you hear them?
92. What's the worst backhanded compliment you could give someone?
93. What's the most interesting documentary you've ever watched?
94. What was the last song you sang along to?
95. What's the funniest thing you've done or had happen while your mind was wandering?
96. What app can you not believe someone hasn't made yet?
97. When was the last time you face palmed?
98. If you were given five million dollars to open a small museum, what kind of museum would you create?
99. Which of your vices or bad habits would be the hardest to give up?
100. What really needs to be modernized?
101. When was the last time you slept more than nine hours?
102. How comfortable are you speaking in front of large groups of people?
103. What's your worst example of procrastination?
104. Who has zero filter between their brain and mouth?
105. What was your most recent lie?
106. When was the last time you immediately regretted something you said?
107. What would be the best thing you could reasonably expect to find in a cave?
108. What did you think was going to be amazing but turned out to be horrible?
109. What bit of trivia do you know that is very interesting but also very useless?
110. What's the silliest thing you've seen someone get upset about?
111. What animal or plant do you think should be renamed?
112. What was the best thing that happened to you today?
113. As a child, what did you think would be awesome about being an adult, but isn't as awesome as you thought it would be?
114. When's censorship warranted?
115. What's the most boring super hero you can come up with?
116. What would be some of the downsides of certain superpowers?
117. What word is a lot of fun to say?
118. What current trend do you hope will go on for a long time?
119. What actors or actresses can't play a different character because they played their most famous character too well?
120. Where's your go to restaurant for amazing food?
121. What's something that all your friends agree on?

122. What's your best story from a wedding?
123. What languages do you wish you could speak?
124. What's the most pleasant sounding accent?
125. What's something that everyone, absolutely everyone, in the entire world can agree on?
126. What country is the strangest?
127. What's the funniest word in the English language?
128. What's some insider knowledge that only people in your line of work have?
129. Who do you wish you could get back into contact with?
130. How do you make yourself sleep when you can't seem to get to sleep?
131. If people receive a purple heart for bravery, what would other color hearts represent?
132. What are some of the best vacations you've had?
133. If there was a book of commandments for the modern world, what would some of the rules be?
134. What's the craziest video you've ever seen?
135. What's your "Back in my day, we..."?
136. If you could know the truth behind every conspiracy, but you would instantly die if you hinted that you knew the truth, would you want to know?
137. What animal would be the most terrifying if it could speak?
138. What's the worst hairstyle you've ever had?
139. What habit do you have now that you wish you started much earlier?
140. If you were given one thousand acres of land that you didn't need to pay taxes on but couldn't sell, what would you do with it?
141. What about the opposite sex confuses you the most?
142. When was the last time you yelled at someone?
143. What's the opposite of a koala?
144. What kinds of things do you like to cook or are good at cooking?
145. What life skills are rarely taught but extremely useful?
146. What movie universe would be the worst to live out your life in?
147. If you could hack into any one computer, which computer would you choose?
148. Who do you feel like you know even though you've never met them?
149. What's the most ridiculous animal on the planet?
150. What's the worst thing you've eaten out of politeness?
151. What's the most historic thing that has happened in your lifetime?
152. What happens in your country regularly that people in most countries would find strange or bizarre?
153. What has been blown way out of proportion?
154. When was a time you acted nonchalant but were going crazy inside?
155. What's about to get much better?
156. What are some clever examples of misdirection you've seen?
157. What's your funniest story involving a car?
158. What would be the click-bait titles of some popular movies?
159. If you built a themed hotel, what would the theme be and what would the rooms look like?
160. What scientific discovery would change the course of humanity overnight if it was discovered?
161. Do you think that humans will ever be able to live together in harmony?
162. What would your perfect bar look like?
163. What's the scariest non-horror movie?
164. What's the most amazing true story you've heard?
165. What's the grossest food that you just can't get enough of?
166. What brand are you most loyal to?
167. What's the most awkward thing that happens to you on a regular basis?
168. If you had to disappear and start a whole new life, what would you want your new life to look like?
169. What movie or book do you know the most quotes from?
170. What was one of the most interesting concerts you've been to?
171. Where are you not welcome anymore?
172. What do you think could be done to improve the media?
173. What's the most recent show you've binge watched?
174. What's the worst movie trope?
175. What's a common experience for many people that you've never experienced?
176. What are some misconceptions about your hobby?
177. What's the smartest thing you've seen an animal do?
178. What's the most annoying noise?
179. What's your haunted house story?
180. What did you Google last?
181. What's the dumbest thing someone has argued with you about?
182. If money and practicality weren't a problem, what would be the most interesting way to get around town?
183. What's the longest rabbit hole you've been down?
184. What's the saddest scene in a movie or TV series?
185. What's the most frustrating product you own?

186. What inconsequential super power would you like to have?
187. What qualities do all your friends have in common?
188. What odd smell do you really enjoy?
189. What's the coolest animal you've seen in the wild?
190. What's the best lesson you've learned from a work of fiction?
191. What food do you crave most often?
192. Who in your life has the best / worst luck?
193. What fashion trend makes you cringe or laugh every time you see it?
194. What's your best story of you or someone else trying to be sneaky and failing miserably?
195. Which apocalyptic dystopia do you think is most likely?
196. If you had a HUD that showed three stats about any person you looked at, what three stats would you want it to show?
197. What's the funniest thing you've seen a kid do?
198. What's your secret talent?
199. What's the best way you or someone you know has gotten out of a ticket / trouble with the law?
200. Tear gas makes people cry and laughing gas makes people giggle, what other kinds of gases do you wish existed?
- Bermuda Warwick Long Bay Beach
201. What's the most beautiful beach you've been to?
202. What's the most anxiety inducing thing you do on a regular basis?
203. What's something that everyone agrees we should change, but somehow it never changes?
204. What trend are you tired of?
205. What's incredibly cheap and you would pay way more for?
206. What's your grossest bug story?
207. What would the adult version of an ice-cream truck sell and what song would it play?
208. What company do you despise?
209. When was the most inappropriate time you busted out in laughter?
210. What would be an accurate tag line for each month?
211. What's the most overrated product out on the market?
212. What word do you always misspell?
213. What naps are the most satisfying?
214. What's the weirdest thing you've found lying on the ground / side of the road?
215. What's the funniest TV show you've ever seen?
216. What's the most embarrassing story from your childhood?
217. What animal is the most majestic?
218. What's something that everyone knows is true, but we don't like to admit it?
219. What's the weirdest text or email you've gotten?
220. What always cheers you up when you think about it?
221. What sport could you play the longest in a televised game, without anyone discovering you aren't a professional athlete?
222. If you could talk to animals and they would understand you, but you couldn't understand them, what would you do with that power?
223. What's the most boring sport, and what would you do to make it more exciting?
224. What's the creepiest tech out there?
225. Who did you use to look up to, but they screwed up and you lost faith in them?
226. What's fine in small numbers but terrifying in large numbers?
227. Do you like things to be carefully planned or do you prefer to just go with the flow?
228. What animal would you most like to eat?
229. What fictional characters have you had a crush on over the years?
230. What would the box with all your hopes and dreams inside look like?
231. What was the worst shopping experience you've ever had?
232. What story you've heard has stayed with you and always disturbs you every time you think about it?
233. What was the most important appointment or deadline you missed?
234. If you were a clown themed super hero, what powers would you have?
235. If you could airdrop anything you want, worth two million dollars or less, anywhere you want, what would you airdrop and where would you airdrop it?
236. If you lived in a virtual reality world of your own creation, what would it look like?
237. What escalated very quickly?
238. What two things are terrible when separate but great when you put them together?
239. What did you believe for way too long as a child?
240. What big event do you think will happen soon that most people aren't expecting?
241. What still makes you cringe when you think back on it?
242. What current trend makes no sense to you?
243. If you owned a restaurant, what kind of food would it serve?
244. Which celebrity is the most likely to have a collection of canes that are just for show?
245. What's the weirdest crush you've had?
246. What do a lot of people have very strong opinions about, even though they know very little about it?
247. What's your go to casino game?
248. An epic feast is held in your honor, what's on the table?

249. What's your favorite holiday movie?
250. Who is the most manipulative person you've ever met?
251. Who is the most creative person you know?
252. What's the funniest pick up line you've heard?
253. What seemingly innocent question makes you think "It's a trap!"?
254. How ambitious are you?
255. What did you like / dislike about where you grew up?
256. What elements of pop culture will be forever tied in your mind to your childhood?
257. What's your good luck charm?
258. What's legal now, but probably won't be in 25 years?
259. Would you want the ability to hear the thoughts of people near you if you couldn't turn the ability off?
260. When was the last time you stayed up through the entire night?
261. What's something that people think makes them look cool, but actually has the opposite effect?
262. What's the oldest thing you own?
263. What has someone borrowed but never given back?
264. Where is the best place you've been for taking walks?
265. If cartoon physics suddenly replaced real physics, what are some things you would want to try?
266. What from the present will withstand the test of time?
267. Who in your life is the worst at using technology?
268. What's the weirdest conversation you've eavesdropped on?
269. What just around the corner tech are you eager to get your hands on?
270. What was the darkest movie you've ever seen?
271. What do you do when you hear something fall in the middle of the night while you are in bed?
272. What outfit could you put together from clothes you own to get the most laughs?
273. What's the most disgusting sounding word in the English language?
274. What was ruined because it became popular?
275. What outdated slang do you use on a regular basis?
276. What was the biggest realization you had about yourself?
277. What's your best example of easy come, easy go?
278. What small change greatly improves a person's appearance?
279. What topic could you spend hours talking about?
280. What happens regularly that would horrify a person from 100 years ago?
281. What do a lot of people hope will happen but is just not going to happen?
282. What's the weirdest thing that has happened to you while working at your job?
283. What questions would you like to ask a time traveler from 200 years in the future?
284. Which way should toilet paper hang, over or under?
285. What's the most physically painful thing you've ever experienced?
286. What horror story do you have from a job you've had?
287. What's the most rage inducing game you've ever played?
288. What's the biggest overreaction you've ever seen?
289. What are some of the most common misconceptions?
290. What job doesn't exist now but will exist in the future?
291. What awful movie do you love?
292. What normally delicious food gets ruined when you wrap it in a tortilla?
293. What's your best example of fake it till you make it?
294. What were you completely certain of until you found out you were wrong?
295. What's something commonly done that gets progressively weirder the more you think about it?
296. What's the cutest thing you can imagine? Something so cute it's almost painful.
297. If you were given unlimited resources, how would you lure the worst of humanity into one stadium at the same time?
298. What do you think about when you hear the word "classy"?
299. What near future predictions do you have?
300. What do you need help with most often?
301. What piece of "art" would you create if you had to pretend to be an artist and submit something to a gallery?
302. What do you do to make the world a better place?
303. What's the best and worst thing about the country you are from?
304. If you were in charge renaming things so that their names would be more accurate, what names would you come up with?
305. What's better broken than whole?
306. What values are most important to you?
307. What's the best sandwich you've ever had?
308. What's the worst thing you ate from a fast food restaurant?
309. What's something that I don't know?
310. What profession doesn't get enough credit or respect?
311. What memory of yours feels real but is most likely false?
312. What's your "and then it got worse" story?
313. What was the most amazing physical feat you've managed to pull off?



314. What's the most annoying thing about the social media platform you use most often?
315. If you were hired to show tourists what life is really like where you live, what would you show them / have them do?
316. What would be the most unsettling thing to keep occasionally finding around your house?
317. What nicknames do you have for people in your life?
318. What does the opposite sex do that you wish that you could do, but it's not anatomically feasible or it's socially frowned upon?
319. How much do you plan / prepare for the future?
320. What do you hate most and love most about your car?
321. What weird potato chip flavor that doesn't exist would you like to try?
322. What's the silliest thing you've convinced someone of?
323. How much do you think names affect the outcomes of people's lives?
324. What product or service is way more expensive than it needs to be?
325. What's the shadiest thing you've seen someone do?
326. What was the last situation where some weird stuff went down and everyone acted like it was normal, and you weren't sure if you were crazy or everyone around you was crazy?
327. What did you eat so much of that now you hate it?
328. What are some of the dumbest lyrics you've heard in a song?
329. Where's the line between soup and cereal?
330. What word do you always mispronounce?
331. What do you think you do better than 90% of people?
332. What would be the worst food to be liquefied and drunk through a straw?
333. What's the weirdest thing about modern life that people just accept as normal?
334. How much of your body would you cybernetically enhance if you could?
335. If you wanted to slowly drive a roommate insane using only notes, what kind of notes would you leave around the house?
336. If you had a giraffe that you needed to hide, where would you hide it?
337. What's the clumsiest thing you've done?
338. What songs do you only know the chorus to?
339. Think of a brand, now what would an honest slogan for that brand be?
340. What's something common from your childhood that will seem strange to future generations?
- Green forest canopy
341. What's the most amazing place in nature you've been?
342. What's quickly becoming obsolete?
343. Where is the most uncomfortable place you have ever slept?
344. What's the most annoying animal you've encountered?
345. What's your best example of correlation not equaling causation?
346. In what situations, do you wish you could throw down a smoke bomb and disappear?
347. When was the last time you were hopelessly lost?
348. What songs do you feel compelled to sing along with when you hear them, even if you don't totally know all the words?
349. What product do you wish a company would make a "smart" version of?
350. What two films would you like to combine into one?
351. What's are some of your Pavlovian responses?



# CALENDAR OF QUESTIONS 2013-14

A Common Core State Standards Implementation Tool for  
School Board Members, Superintendents, District Staff,  
Principals, Teachers, Counselors, Parents, and Students



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## Purpose

The Council of the Great City Schools (CGCS) developed this Calendar of Questions to serve as a tool for districts as they implement the Common Core State Standards. The calendar provides overarching questions that could be posed throughout the year, as well as questions for district staff and principals to consider before the school year starts. There are also questions arranged by month that focus on particular aspects of implementation for people at various levels of the district. They model how to proactively plan and monitor efforts to raise student achievement and to assess their impact throughout the organization. This is not an exhaustive list and the questions should not function as a checklist of completed tasks. The goal is to promote discussion and synchronize the work in a logical way across the organization.

## Overarching questions throughout the year

- How does our implementation of common core reflect high expectations for *all* students and fit with all of the other major school district priorities? How do we integrate the common core with other district reform initiatives, including turnaround schools? How have we coordinated and communicated those priorities?
- What improvements to the core instructional program are needed to ensure that English Language Learners (ELLs), students with disabilities, and struggling students have access to the common core?
- What information does our school board need about the common core and our implementation progress?
- How might we better use our resources and staffing to ensure strong implementation of the common core across the entire district?
- How will we gauge implementation? What is our evidence? What changes do we need to make in our work?
- How often do central office staff, principal supervisors, and principals visit classrooms? How do we use results to enhance and support student achievement and student work?
- What implementation successes are we seeing in classrooms? How are we using multiple measures of student progress?



## Questions for district staff before the school year starts

- How well do we understand the rationale of the common core and how instruction and assessment must change for *all* students to be successful?
- What information do we need to gather to keep the superintendent and school board aware of implementation progress?
- In selecting materials for classroom use, how are we utilizing the free [Toolkit for Evaluating Alignment of Instructional and Assessment Materials](#)?
- In mathematics, how have we revised pacing guides and scope and sequence documents to place more time and greater focus on common core standards at each grade level?
- In English language arts and literacy, how have we revised pacing guides and scope and sequence documents to reflect the appropriate balance of informational and literary texts?
- How have all instructional departments modified documents to ensure that they guide teachers on implementing common core instructional shifts?
- Have we studied sample common core-aligned tests and prototype items? What implications do they have for curriculum and professional development support for general education programming? What implications do they have for the instruction and assessment of special populations?

## Questions for principals before the school year starts

- What is my strategy for implementing the common core? How far along are we in the implementation process?
- How do I ensure that ELLs, students with disabilities, and struggling students have access to rigorous content and instruction?
- As I consider my instructional and support staff, who already has a deep understanding of common core and who needs additional support? How do I know? How will I provide additional learning opportunities for those who need them? How will I build a strong team with a shared understanding of the standards and the instructional shifts necessary to implement them?
- How do I gauge the implementation of common core instructional shifts in content areas outside of English language arts and math?
- How am I supporting collaborative planning and the review of student work to check our progress in implementing the common core?
- How will I work with my faculty to promote classroom environments conducive to learning and where students are eager to engage in challenging work?

An electronic copy of this Calendar of Questions and additional resources are available at [www.commoncoreworks.org](http://www.commoncoreworks.org).





School Board Members	Superintendent and Cabinet Staff	Senior Instructional and Operational Staff	Communications Staff	Principals	Teachers	Counselors/ Support Staff	Parents	Students
<p>How well do we understand the rationale for the common core and the implications it has for preparing our students for college and careers? What additional information do we need?</p> <p>What is the district's strategy for implementing the common core? Does this strategy address the needs of diverse learners?</p> <p>Do our statements and policies clearly indicate that the common core is a priority for our district? How?</p>	<p>Do we have a clear picture of what successful implementation of the common core looks like? Do we have a coherent strategy for implementing the common core districtwide? What is it? How does this strategy address the needs of diverse learners and reflect high expectations for <i>all</i>?</p> <p>How have we made implementation of the common core a clear priority for our district?</p> <p>How do we explain the rationale and shifts required by the common core to the community?</p> <p>Have we created a cross-functional team of general education, ELL, special education, gifted and talented, area offices, budget, technology, communication, human resources, and research staff, along with principals and teachers, to take joint responsibility for the quality of our implementation and to report on school-level progress regularly? Have we clarified the goals and responsibilities of the team and its leader?</p> <p>How have instructional staff attending workshops sponsored by <a href="#">CGCS</a> or <a href="#">Student Achievement Partners</a> shared and applied their learning to advance our understanding and implementation of the common core?</p>	<p>How have we made the common core a priority across departments and schools to meet the needs of <i>all</i> students?</p> <p>How clear is our implementation strategy to staff throughout the organization? How do we know?</p> <p>Are other departments and staff using this calendar of questions to inform their work?</p> <p>If we are adopting new materials this year, do staff members and teachers responsible for selecting those materials have in-depth training on common core requirements and the <a href="#">Publishers' Criteria</a>?</p> <p>What guidance will we give teachers on how to work with students who may not meet grade-level expectations?</p> <p>How well have we aligned financial and human resources, professional development, and other supports to ensure that teachers, principals, and administrators are able to apply the instructional shifts?</p> <p>How many of our staff members and teachers lack high quality training on the common core? How do we respond? What is our plan for evaluating the effects of our professional development?</p> <p>What is our onboarding process for new hires and does it adequately incorporate the common core? How can we engage our university partners in teacher preparation for the common core?</p>	<p>Do we have clear, accessible talking points about the common core and our implementation process? How well do we understand these talking points?</p> <p>What is our strategic plan for internal and external communications about the common core?</p> <p>Have we made the CGCS <a href="#">three-minute videos</a> in English and Spanish available to our schools, community, and the media?</p> <p>Have we circulated the <a href="#">Parent Roadmaps</a> to parents and schools to explain grade-level expectations for student learning? How will we circulate the parent and student sections of the <i>Calendar of Questions</i>?</p>	<p>How well can I explain the rationale and the main instructional shifts required by the common core to parents and faculty?</p> <p>How do I strengthen my own understanding?</p> <p>How have I ensured that faculty will be working together this year and that student work and classroom practices will reflect the shifts required by common core?</p> <p>How will I review and use the <a href="#">Parent Roadmaps</a> and <i>Calendar of Questions</i> with my faculty and discuss implications for our work this year?</p> <p>Are we using the <a href="#">Publishers' Criteria</a> to inform my school's purchasing decisions and to assess our current materials?</p> <p>How will I ensure that parents know how to contact their child's teachers for additional support?</p> <p>How will I collaborate with other principals in implementing the common core?</p>	<p>How well can I explain the rationale and the main shifts required by the common core to parents and fellow teachers? How will I make those shifts visible in my classroom?</p> <p>How do I further develop my understanding of the common core? Where do I go to find accurate answers to my questions about the standards and their implications for my instructional practice? What professional development do I need?</p> <p>Do I understand how to use "<a href="#">close reading</a>" strategies to help students comprehend complex text, language structures, and vocabulary? How will I use "close reading" to challenge students in my class with diverse needs?</p> <p>How will I use the <a href="#">math progressions</a> in the common core to inform my instructional practice?</p> <p>How can we work together to help our students meet or exceed these standards? What evidence will I look for to show students are making progress?</p>	<p>How does the common core impact my role in preparing students for college and careers?</p> <p>How can I support <i>all</i> students as they are asked to do more rigorous work?</p> <p>How can I help students overcome the potential frustration of facing more rigorous expectations? How can I work with teachers to support struggling students?</p> <p>How will I know if I am successful?</p>	<p>What are the Common Core State Standards? Why are they important for my child?</p> <p>Do I know where to go to get accurate information about the common core and my school's implementation of the new standards?</p> <p>Have I watched the <a href="#">three-minute video</a> about the common core?</p> <p>Have I read the <a href="#">Parent Roadmaps</a> describing what my child will be learning this year in math and English language arts?</p> <p>If I have questions about anything, have I made an appointment to talk with the teacher?</p> <p>Do I know where to turn if my child needs help?</p>	<p>What are my learning goals for this school year?</p> <p>Do I feel prepared to meet these goals?</p> <p>Do I know where to go for help if I am struggling in class or having trouble with my homework?</p> <p>Do I know where to get more information on topics that interest me?</p> <p>Have I started to think about my career and college goals?</p>





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<p>How will we stay informed about the district's progress implementing the common core?</p> <p>How often should we get updates?</p> <p>What is the district's plan for keeping the community informed about implementation of the common core?</p>	<p>What proportion of central office and school-based instructional staff knows what the common core instructional shifts are in the areas of reading, writing, and mathematics and how to apply them? How do we know? What are our plans for those who still do not know the shifts and their application?</p> <p>How have we articulated for instructional staff how student work should reflect the common core shifts in reading and math?</p> <p>What interventions do we have in place for teachers to use with struggling students?</p> <p>What additional professional development and resources do we require?</p> <p>How are we using free resources available through <a href="#">CGCS</a>, <a href="#">Student Achievement Partners</a>, and <a href="#">Illustrative Mathematics</a>?</p> <p>What mechanisms have we established to formally evaluate common core implementation?</p> <p>Are we ready for full implementation of the standards and online testing in 2015?</p>	<p>What is our schedule for visiting schools? What will we look for?</p> <p>What is the extent of implementation at the school and classroom levels? How do we evaluate the quality and breadth of implementation? With what tools?</p> <p>How are we addressing misconceptions about the common core and our implementation?</p> <p>How well are the common core instructional shifts understood in schools and reflected in student work? What evidence do we have? How will we respond?</p> <p>What guidance have we given principal supervisors, principals, coaches, and teachers on what to look for to ensure that classrooms reflect the common core?</p> <p>What mechanisms have we created for principals and teachers to provide feedback on common core implementation problems?</p> <p>How often will we provide district leadership with status updates on our technology plan for implementing the common core?</p>	<p>What information do we need to gather to keep the superintendent and the cross-functional implementation team aware of community perceptions about the common core?</p> <p>What information do we receive regularly from curriculum and assessment staff about the common core? How can we use this information?</p> <p>How can we showcase and utilize classrooms that exemplify effective implementation of the common core?</p>	<p>What evidence do I have that my teachers hold high expectations for <i>all</i> students? How do I know that students are working with complex texts in every classroom at least once a week?</p> <p>How do I know that teachers are asking questions that require students to support their answers with evidence from what they are reading and from what they are learning in math?</p> <p>Are teachers collaboratively reviewing and discussing student work products? Does this collaboration include teachers of ELLs, students with disabilities, and gifted and talented students? How do I know?</p> <p>Do I see student work that shows students using academic vocabulary in context (not just defining lists of words)? How do I support and encourage students in using subject-specific language effectively?</p> <p>What is my role in reviewing and discussing student work?</p> <p>What mechanisms have we created for teachers, parents, and students to provide feedback on common core implementation problems?</p>	<p>Do I select at least one piece of literary or informational text per week that is engaging and challenging for my students? What evidence do I have that students are improving their close-reading and evidence-based reading and writing skills?</p> <p>How often do I pose questions that require students to read and cite evidence in assigned texts?</p> <p>How often do I pose questions that will enable students to explore multiple ways to reach an answer in mathematics? Am I providing opportunities for students to justify their answers and analyze the reasoning of others? How do I use these responses to assess students' level of understanding?</p> <p>Am I actively engaged in professional learning communities on the implementation of the common core?</p>	<p>How do I support teachers in addressing students' affective responses to higher expectations?</p> <p>How do I help students develop confidence and the belief that they are capable of doing rigorous work?</p>	<p>How do I know that more rigorous standards are being taught in my child's school?</p> <p>Is my child being asked to justify their answers about what they have read?</p> <p>Do I see my child's knowledge and vocabulary growing from year to year?</p> <p>Is my child being asked to solve real-world problems in math?</p> <p>Does my child need help completing homework? Do I know where to go to get help for my child?</p>	<p>Do I understand what I am reading in school?</p> <p>Am I learning to explain how I come up with my answers to math problems?</p> <p>Am I using what I have read to participate in class discussions?</p> <p>Should I talk to my teacher about getting extra help?</p> <p>In my writing, am I learning to express my ideas clearly? Do I use punctuation and standard English so that others understand what I am trying to say?</p>





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<p>How does our budget support implementation of the common core standards and assessments by 2015?</p> <p>Does the time we spend during school board meetings reflect that student performance is our highest priority?</p>	<p>Am I conducting the outreach necessary to inform the business community, advocacy groups, parents, and others of our common core implementation strategy?</p> <p>What am I concerned about in the implementation of the common core? How should I respond?</p> <p>Do I have the right people in the right places to make implementation successful?</p> <p>How are we aligning financial resources behind our common core implementation strategy?</p> <p>How effectively are we training and supporting school-level staff in the use of technology to support common core implementation and assessments?</p> <p>Do we need to pilot implementation of the common core assessments before 2015? When will we do this?</p> <p>Will we have the technology we need in 2015 and a plan to maintain and replace it?</p>	<p>How can we build district capacity to identify or develop common core-aligned materials?</p> <p>How are principal supervisors using feedback from principals to inform their work and to promote collaboration across schools?</p> <p>What successes are we seeing at the school and classroom levels in general education and with ELLs, students with disabilities, struggling students, and gifted students?</p>	<p>Are we building what we are learning about common core implementation into district communications tools?</p> <p>How will we proactively inform the community about the new tests and likely trends in student performance in the short term?</p> <p>Are we implementing our internal and external communications strategy? What are we learning in the process?</p>	<p>What am I concerned about in the implementation of the common core in my school? How should I respond?</p> <p>Do I have the right people in the right places to make implementation successful?</p> <p>What difficulties are my teachers having in implementing the common core? How do I address their needs?</p> <p>How do we make the best use of teacher collaborative planning time and professional learning communities to improve implementation of the common core?</p> <p>Do I see students responding to text-dependent questions by citing evidence from what they read?</p> <p>Can students effectively explain how they solve mathematics problems? Are students able to show their thinking in multiple ways?</p> <p>If we are administering an interim assessment, what are we learning about implementation of the common core from the results? Have I scheduled teacher conferences to discuss results and next steps?</p>	<p>Am I providing students with classwork that reflects grade-level complexity?</p> <p>How am I ensuring access to the common core to students with diverse learning needs?</p> <p>If students require supplemental supports, how am I helping them gain independence from those supports?</p> <p>What kinds of interventions do we need to put into place as we see students slip behind?</p> <p>What am I learning about my implementation of the common core as a result of reviewing student work products and interim assessment data? How should I adjust my instructional practices? What supports do I need?</p> <p>Have I scheduled face-to-face meetings with students and parents to discuss progress and interim results?</p> <p>How do common core assessment items compare to current interim assessment items?</p> <p>Are students getting hands-on learning opportunities in science and multiple readings about those concepts?</p>	<p>How can I assist teachers with developing and maintaining accurate student records or profiles to chart academic progress?</p> <p>How can I help students reflect on their academic growth and develop coping strategies for dealing with rigorous expectations?</p>	<p>Have I scheduled a conference with my child's teacher to discuss his/her academic progress?</p> <p>Have I asked to see samples of my child's classwork in mathematics and English language arts?</p>	<p>What am I doing to get better at reading harder material?</p> <p>How do I figure out the meanings of words that I do not know?</p> <p>Am I using new words that I have learned in class discussions and in my writing?</p> <p>Am I improving my ability to explain my thinking in math class?</p> <p>When I look at my work over the past three months, where am I improving and where do I need help?</p>







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<p>Do we need to reassess our budget allocations to ensure that they are meeting our common core implementation priorities?</p> <p>How is the district using free resources available through <a href="#">CGCS</a>, <a href="#">Student Achievement Partners</a>, and <a href="#">Illustrative Mathematics</a>?</p>	<p>Do we need to reassess our budget allocations to ensure that they are meeting our common core implementation priorities?</p> <p>What evidence is emerging that our programs are proving effective in implementing the common core?</p> <p>What evidence do we have that ELLs, students with disabilities, and struggling students have access to the common core? How will I use this information?</p> <p>Are there gaps in how well aligned our programs and materials are with the common core? How do we supplement our instructional materials to fill those gaps? Are we using the <a href="#">Publishers' Criteria</a> to help us with these decisions?</p> <p>What progress are we making with our districtwide and site-based professional development efforts to ensure that school staff are implementing the common core effectively? What evidence are we using to gauge effectiveness?</p> <p>How can we engage our universities and other partners in common core implementation efforts?</p>	<p>How are we ensuring that teachers and principals are emphasizing the language standards in all content areas and at each grade level as students are working on reading and writing?</p> <p>What tools are we using to monitor progress? Do they include multiple measures of achievement?</p> <p>How does our implementation plan in mathematics and English language arts ensure that every grade level succeeds in implementing the common core by 2015? If it does not, what do we need to change?</p> <p>For those students who will be encountering new, more rigorous standards in the middle and later years of their K-12 education, how are we ensuring that they succeed with this transition?</p>	<p>What successes in implementing the common core can we share with the community and other school districts through CGCS?</p>	<p>How well are my teachers meeting the instructional needs of ELLs, students with disabilities, gifted students, and struggling students in their classrooms? How do I know, using multiple measures?</p> <p>Are students using evidence from multiple sources in their research reports?</p> <p>Are students gaining greater sophistication in reading, writing, speaking, and listening? How do I know?</p> <p>Does student work in mathematics reflect a deep understanding of mathematical concepts?</p> <p>Do students in my school show a progression of skills across subject areas from one grade level to another?</p> <p>How are my teachers using student work products to inform their instructional practice and implementation of the common core?</p> <p>What additional professional development or supports does my staff need?</p>	<p>How am I adapting my daily classroom instruction to incorporate the instructional shifts required by the new standards and future assessments? Am I still using worksheets that focus solely on state test-taking strategies or have I moved beyond them?</p> <p>In assessing student progress, am I using multiple measures and student work products?</p> <p>How are my colleagues and I using student work products to inform our instructional practice and implementation of the common core?</p> <p>How can I strengthen my skill at developing good text-dependent questions and text-based writing prompts?</p> <p>Am I providing enough opportunities for students to respond to questions that require them to cite evidence in support of their thinking?</p> <p>In mathematics, how are students demonstrating understanding and problem-solving skills?</p> <p>How am I scaffolding instruction to ensure access to the common core for ELLs, students with disabilities, and struggling students?</p>	<p>How have I assisted students in becoming more persistent when confronted with challenging work?</p> <p>Am I seeing evidence of behavior and attendance problems or student disengagement that might lead them to drop out of school? How am I working with those students?</p>	<p>Am I seeing improvements in my child's reading, writing, and mathematics work? What has my child or my child's teacher shown me to indicate improvement?</p> <p>Am I helping my child learn and use new words in speaking and writing?</p>	<p>Am I gaining more confidence in learning new ideas and skills in school?</p> <p>When do I feel afraid to ask questions?</p> <p>Am I giving up too early when the material gets harder? Who can I ask for help?</p>





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<p>How is the administration's implementation of the common core progressing?</p> <p>What performance indicators are we using?</p> <p>What are the administration's next steps in implementing the common core?</p>	<p>How is our implementation of the common core progressing?</p> <p>What performance indicators are we using? What are our next steps?</p> <p>How are parents and the community responding to our implementation of the common core? What adjustments do we need to make?</p>	<p>How effectively is our cross-functional team working together to meet their goals?</p> <p>How do we ensure that the budget for next year prioritizes common core implementation?</p> <p>What is the status of our common core implementation in general education, special education, gifted education, and for English language learners? What evidence do we have?</p> <p>What lessons are we learning from this year?</p> <p>What are we hearing from teachers and principals in the field and what are we doing about it?</p> <p>How will this information impact budget planning; development and training on the use of technology; support for teachers, principals and students; and preliminary summer school plans?</p>	<p>How do we use parent and community feedback to inform our communications strategy?</p> <p>Has the central office updated us on common core developments? How will we use this information in our internal and external communications?</p>	<p>What evidence do I see of the following practices?</p> <ul style="list-style-type: none"><li>• Students reading and understanding grade-level texts with teacher support</li><li>• Students using academic language in both oral and written responses</li><li>• Students connecting concepts across science, math, the arts, and social studies classes</li><li>• Students justifying their answers by citing evidence from the text and elaborating on their reasoning</li></ul> <p>As the semester comes to an end, am I confident that my staff can implement the common core according to plan? Do I need to make staffing changes?</p> <p>How are central and area offices responding to my concerns as well as those of my faculty?</p>	<p>How am I informally assessing students' use of academic vocabulary in discussions and in their writing? What do I need to do if they are struggling in this area?</p> <p>How am I advancing close reading in the classroom with all students in the content areas I teach? What student performance measures am I using?</p> <p>As a school, how are we providing opportunities for students to explore science, math, the arts, and social studies concepts?</p> <p>What is the quality of student work indicating to me about their learning and my teaching? What instructional adjustments do I need to make?</p> <p>Are there additional intervention strategies that I need to put into place for struggling students? How do I continue to challenge students who are excelling?</p> <p>How are the principal and the district responding to the concerns I have voiced?</p>	<p>Have I scheduled conferences with struggling students? What are those conferences indicating about how I can assist my students and involve their parents?</p> <p>What additional parent outreach efforts should I conduct?</p>	<p>What is my child's report card telling me about his or her progress?</p> <p>What questions do I have for my child's teachers?</p> <p>What are some enjoyable activities we can do over the holiday break that can reinforce what my child is learning in school?</p>	<p>What is my report card telling me about my progress?</p> <p>What questions do I have for my teachers and my counselor about my progress?</p> <p>What can I do to improve next semester?</p>







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<p>How are parents and the community responding to the changes the district is making in our classrooms? How should the district address their concerns?</p> <p>As we consider the budget for next school year, what data do we need to inform our planning?</p> <p>What data do we need to begin planning for summer schools?</p>	<p>What changes have we made to our common core implementation plan based on the data we have? How will these changes impact budget forecasting and technology needs for the upcoming semester, summer school, and next school year?</p> <p>What additional intervention strategies do we need to consider for the remainder of the school year?</p>	<p>As we prepare for year-end testing, how are we maintaining an emphasis on common core instructional shifts? How have we communicated this information to principals, teachers, the community, and parents?</p> <p>What are our plans for moving common core implementation forward over the summer and fall and for preparing for more rigorous assessments in 2014-15?</p> <p>Have we allocated the funds necessary to complete our summer and fall plans?</p>	<p>How have we articulated for the community the ways common core standards support current state testing and college and career readiness assessments?</p> <p>How have we built progress updates on the common core into our regular communications tools, such as newsletters and social media?</p> <p>What is the status of our common core outreach efforts to city hall, religious organizations, the business community, parents, and advocacy groups?</p>	<p>Based on preliminary projections of budget and staffing allocations for next year, what adjustments do I need to make?</p> <p>What logistical plans do I need to make for any additional interim testing and for final year-end assessments?</p> <p>How do I support teachers in preparing students for interim and year-end testing?</p> <p>What specialized interventions or supports do I need to put into place based on my recent progress data and teacher input?</p> <p>Do I need to review the language standards with my staff based on how they are being addressed across content areas?</p> <p>Do I need to review the math standards and how they are applied across content areas?</p>	<p>Have I reviewed my student progress data?</p> <p>Based on that data, what adjustments to my instructional practice do I need to make? What additional supports do I need? What further interventions would benefit my students?</p> <p>To what extent are my students progressing in their ability to read and understand increasingly complex text? Are they becoming more adept with text-dependent questions? What do I need to do if they are not?</p> <p>How do I ensure that students are becoming less reliant on my support and are developing greater confidence and skills?</p> <p>As I advance student reading and writing in my subject area, am I emphasizing academic vocabulary, grammar, usage, punctuation, and mechanics? Am I emphasizing math fluency and vocabulary appropriate for my grade level?</p> <p>How am I building review and reflection into my daily work to help students remember and connect what they have learned?</p>	<p>How can I help students establish and attain specific academic goals and learning strategies for the second semester?</p> <p>What specific behavior intervention plans and supports have I put into place for students who need them?</p>	<p>What have I learned from my child's teacher and counselor about his or her academic needs and progress?</p> <p>What can I do to help my child achieve in school?</p> <p>Is my child able to complete homework independently?</p>	<p>What are my learning goals for the second semester? What are my plans for meeting them?</p> <p>How will I know I am improving?</p>





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<p>How is the administration moving forward with common core implementation?</p> <p>Is the district ready for more rigorous assessments in 2014-15?</p>	<p>How is our work on the common core supporting student achievement on current state assessments?</p> <p>How are we ensuring that our summer school program will emphasize the instructional shifts required by the common core?</p> <p>Is our budget planning proceeding at the right pace?</p>	<p>Are we continuing our school visits? What are we learning from them?</p> <p>Are the common core instructional shifts evident in classroom practice and student work, particularly with ELLs, students with disabilities, and struggling students? How are we communicating these successes? How will we address areas of need?</p> <p>How do our summer school plans need to be revised based on what we see from our benchmarks, site visits, and on-going evaluations?</p>	<p>What successes in implementing the common core can we share with the community and other school districts?</p> <p>Have our outreach efforts resulted in greater support for the district's common core implementation? How do we know?</p>	<p>Is my staff collaborating effectively to integrate the instructional shifts required by the common core?</p> <p>How can I ensure that collaborative planning time is yielding effective results? How am I measuring effectiveness? How often do I check progress?</p> <p>How are students responding to the academic and behavioral interventions we have put into place?</p>	<p>How am I contributing to the collaborative planning process? What impact has our team made on classroom practice and student work? How do we know?</p> <p>How are we addressing the needs of our ELLs, students with disabilities, gifted students, and struggling students?</p> <p>What improvements are my students making as a result of the academic and behavioral interventions or supports I am using?</p> <p>What additional data do I need to assess student progress?</p>	<p>Am I checking in periodically with students about their learning goals? What am I learning and what am I doing about it?</p> <p>How have students receiving interventions and supports improved?</p>	<p>How can I continue to support my child in meeting learning goals?</p> <p>How can I reinforce my child's learning at home? What additional resources or knowledge would help me do this?</p>	<p>Am I meeting my learning goals? What else can I do to improve?</p> <p>Do I feel more confident doing work on my own?</p>





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<p>Do we need to lobby our state legislature in support of the common core and to secure resources for its implementation?</p> <p>How is our budget planning progressing?</p> <p>Are we adequately communicating to stakeholders how higher standards will eventually improve student achievement on state assessments and other measures?</p>	<p>What evidence have principals and central office staff collected through site visits, student work, interim assessments, and other measures to determine how the integration of instructional shifts in classroom practice has progressed?</p> <p>How will we respond to what we have learned?</p> <p>Have all departments completed their inventories and preliminary budgets for next year?</p> <p>How do my staffing projections for next year advance implementation of the common core?</p>	<p>How do we prepare for the administration of state assessments and other year-end examinations?</p> <p>How are we communicating to principals and teachers that high quality instruction—not test preparation—will improve student achievement?</p> <p>Have we selected materials for the next school year? Are the selections aligned to the <a href="#">Publishers' Criteria</a>?</p> <p>Have we finalized our departmental budgets and staffing projections for next year?</p>	<p>How are we communicating our summer school offerings?</p> <p>How do we prepare the public for our state assessment results based on our interim assessment results and other indicators?</p>	<p>What did we learn from student work, the most recent interim assessment results, and other indicators? How does this inform our work as a school?</p> <p>As I visit classrooms, in what ways are students citing evidence from texts and justifying and supporting their answers to mathematical problems?</p> <p>Do I see students reading and understanding grade-level texts with less teacher support?</p> <p>Do I see evidence-based student writing that reflects grade-level language standards? Do I see high quality student writing in all content areas?</p> <p>Is my budget on track for this year? Have I finished my budget for next year?</p>	<p>What did I learn from student work, the most recent interim assessment results, and other indicators? How does this inform my work with students?</p> <p>Have my students become more independent in their ability to complete assignments? How do I know?</p>	<p>How can I support students who experience test anxiety?</p>	<p>How do I encourage my child to continue working hard in school?</p> <p>In what ways can we celebrate progress over the school year?</p>	<p>What learning goals have I achieved?</p> <p>What learning goals do I have left this year?</p> <p>What am I most proud of in my academic progress?</p>







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How is the administration's implementation of the common core progressing?	Are we fully prepared to administer state assessments and other year-end examinations?	What have we learned about our implementation of the common core this year?	How do we help the public understand the difference between current state testing and the assessments aligned to the common core that our students will be taking next year?	How do I ensure that teachers continue instituting higher levels of reading, writing, and mathematics while preparing for state assessments?	How can I continue to build students' reading and writing skills and deep understanding of mathematics while we review concepts learned over the year?	How do I fine-tune my supports for teachers and students?	Have I met with my child's teacher to discuss his or her progress?	How do I stay motivated through the end of the year?
What performance indicators are we using?	How does the district's final budget submission for next year meet common core implementation needs?	How will we refine our implementation and professional development plans for this summer and next year?		How can I help teachers understand that high quality instruction—not test preparation—will promote higher student achievement?			How do I encourage my child to do his or her best?	Am I ready to show what I have learned this year?
Are we ready to approve the budget for next year?	Has my staff adequately prepared for the upcoming summer school session?			What staffing needs do I have for next year to improve implementation of the common core?				
	Have we finalized staffing projections and plans for next year?							

A photograph of a female teacher with brown hair, wearing a white shirt and a dark vest, sitting at a desk and pointing at an open book. A young girl with blonde hair, wearing an orange shirt, is sitting next to her, looking at the book. The background shows a colorful bulletin board with a tree and various papers.



School Board Members	Superintendent and Cabinet Staff	Senior Instructional and Operational Staff	Communications Staff	Principals	Teachers	Counselors/ Support Staff	Parents	Students
How will summer school programming enhance student success with the common core?	<p>What have we learned about our implementation of the common core this year?</p> <p>How will we refine our implementation and professional development plans for this summer and next year?</p> <p>How will summer school programming enhance student success with the common core?</p> <p>How am I publicly recognizing the work being done by our schools? How are we communicating to the public about our common core implementation?</p> <p>How are we preparing the community to understand the differences between current state testing and tests aligned to the common core in 2015?</p>	<p>What are our plans for communicating with parents and the public about our year-end assessment results?</p> <p>What plans are in place for summer school?</p> <p>What is the timeline for completing curriculum revisions and providing professional development for principal supervisors, principals, teachers, coaches, and central office staff for this summer and next year?</p> <p>How are we informing teachers and principals about high-quality resources and professional development opportunities in preparation for next year?</p> <p>What information do we need to provide to the superintendent and school board to ensure that they understand our implementation progress and additional needs?</p>	<p>What are our plans for communicating with parents and the public about our year-end assessment results?</p> <p>What updates do we need from the central office to inform our communications about summer school registration and the common core?</p>	<p>What is my plan for contacting parents of children who will need to enroll in summer school?</p> <p>What changes do I need to make to teacher assignments for the upcoming school year?</p> <p>Based on the level of common core implementation at my school, what site-based professional development is needed during the summer and next school year?</p> <p>How do I encourage my teachers to pursue professional development and resources based on their individual needs?</p> <p>What professional development do I need to advance common core implementation?</p> <p>How can we make better use of our professional learning communities next year?</p>	<p>What do I need to work on over the summer to enhance my understanding of the common core and my instructional practice for <i>all</i> students?</p> <p>Where do I go for resources and additional professional development aligned to the common core?</p> <p>Do I need to modify my lesson or unit plans to better reflect the common core?</p> <p>How do I inform parents and students about how to continue learning over the summer?</p>	<p>Based on the needs of my students during this school year, how do I revise my counseling schedule to meet the needs of students during the next school year?</p>	<p>What can I do over the summer to reinforce and enhance my child's learning for the next school year?</p> <p>Where can I find free or low-cost learning activities?</p> <p>How can I foster my child's interest in reading, math, and other subjects over the summer?</p>	<p>What am I planning to read over the summer?</p> <p>What other kinds of learning activities interest me?</p>





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<p>What have we learned about the district's implementation of common core this year?</p> <p>How will the administration refine implementation plans for the summer and next school year?</p> <p>What do our state assessment data and other indicators of student progress tell us about how we are serving <i>all</i> of our students?</p>	<p>What were the results of our formal evaluation of common core implementation? How do we inform the school board?</p> <p>How effectively has our cross-functional team advanced implementation of the common core and other district reforms over this school year? What changes need to be made next year?</p> <p>How well have we utilized the new standards to meet the needs of ELLs, students with disabilities, and struggling students?</p> <p>How do I inform the school board about state assessment results and other indicators of student progress?</p>	<p>What have we learned about our implementation of the common core this year?</p> <p>How will these lessons inform our work for the next school year and our guidance to principals and teachers for instructional planning?</p> <p>How could we collaborate more effectively in our work next year?</p>	<p>What are the district's priorities for implementing the common core next school year? How are we modifying our communications plan to address these priorities?</p> <p>How well have we communicated our year-end assessment results and their implications for student achievement on next year's common core-aligned tests?</p>	<p>What do the results of the year-end assessments, student work, and other indicators tell me about our progress this year?</p> <p>How should we modify our common core instructional program and practices next year?</p> <p>Who in the central office can support us in this effort?</p> <p>What resources can I deploy to advance my teachers' expertise in the common core and accelerate student learning?</p>	<p>What lessons have I learned about my instructional and assessment practices based on year-end test results, student work, and other indicators?</p> <p>What is working well in my instructional practice? What needs to be improved?</p> <p>If I am teaching summer school, how can I use this time to enhance my students' ability to work with complex text and apply mathematics concepts and skills?</p> <p>How can I continue to develop in my ability to teach the common core and accelerate student learning? What additional professional development do I need?</p>	<p>How can I encourage students who would benefit from summer school to attend?</p> <p>How can I encourage students to seek out learning opportunities over the summer?</p>	<p>How can I help my child get to the library and encourage him or her to read regularly over the summer?</p> <p>Have I explored other community resources, such as museums, planetariums, and theaters, that can expand my child's knowledge?</p> <p>Have I talked to my child about his or her interests?</p> <p>What college majors or career fields seem to interest my child?</p>	<p>What am I interested in learning about over the summer?</p> <p>What books or magazines could I read to learn more about this topic?</p> <p>What subject(s) do I get the best grades in? Why?</p> <p>What subject(s) do I get lower grades in? Why? What could I do to improve?</p>





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<p>Have we recognized our district, school, and staff successes?</p> <p>Is the district prepared for the opening of schools in the fall?</p>	<p>Did our summer school program contribute to student academic progress?</p> <p>What transitional activities are necessary to move from summer school to the new school year?</p> <p>Do I have the right people in place and prepared for the new school year?</p> <p>Am I getting the right kind of information to know how our implementation is progressing?</p>	<p>How can we ensure that common core will be implemented in every classroom next year? How will we know?</p>	<p>What additional information or new resources do we need to highlight on our web page about our common core implementation?</p> <p>What additional internal and external outreach do we need to conduct?</p> <p>Are there additional year-end successes we can highlight?</p> <p>How do we promote our back-to-school activities?</p>	<p>What lessons about common core did we learn this school year that will help shape our implementation next year?</p> <p>How will I work with my faculty to promote even stronger implementation this coming school year?</p> <p>How have I recognized exemplary performance?</p>	<p>Am I using the summer months to enhance my knowledge of the common core and my instructional skills?</p>	<p>What have I learned over the past school year that will inform my counseling plan for the coming school year?</p>	<p>Is my child reading every day?</p>	<p>Am I making time to read every day?</p> <p>What am I learning from what I read?</p> <p>How do I prepare for the upcoming school year?</p>

JULY

Public Relations Executives Meeting

July 11-13, 2014

JULY

Curriculum and Research Directors Meeting

Date TBD



August 7, 2017 by [Inservice Guest Blogger](#)

## 6 Questions to Ask Your Students on Day One

It's that time again – time to think about that very first day of school and how you greet your class on day one. How will you begin to create an environment for risk and creativity? Will your students be greeted by rules and “thou shalt nots”, or by questions that set the stage for thinking and risking? Here are six questions you should think about asking on day one.

### 1. What are you passionate about?

Ask students to think about their true passion. It is very possible their passion is something outside of the classroom. Knowing what they are passionate about will help you better relate to them as people and as learners. It might also just give you a key to unlocking their learning. How will you relate what they need to learn in school to what they are passionate about? That's a real key to engaging learners.

### 2. How do you want to be recognized?

Not all learners want to be recognized in the same manner. What motivates one will not motivate all. Just as students have differing learning styles, they also have differing preferences for recognition. A star or sticker on the forehead might be exactly what Jon wants while a quiet aside to Ben will keep him motivated. How will you know which buttons to push for each student? Start on day one by asking them as part of a short survey. Be sure to record their responses in your plan book for reference throughout the year.

### 3. What do you see as your greatest strength?

Over 14 million people have used the Gallup Strength Finder survey to help their businesses and organizations focus on their employee's strengths. The idea is to focus on your strengths as a means for growth rather than dwelling on your shortcomings. Your classroom can do the same. Every student has their own strength, but too often what they hear most about are their shortcomings. If you want to support and encourage a growth mindset in your class, change the focus from the negative to the positive. Also, knowing what students see as their strengths will help you as you build cooperative or small group work groups.

### 4. What name do you want used when calling on you in class?

The name on your official role might not be the name the student prefers. If a boy is called Scooter by his family and friends and wants to be called Scooter in class, make that happen. A person's name is just about the most personal thing they have. Of course, nicknames have limits and classroom appropriateness has to be maintained.

### 5. What will a successful school year look and feel like at the end of the year?

Building an environment conducive to learn begins with setting clear learning intentions. When teachers set clear learning intentions for unit and lesson plans it helps students gain a clear understanding of what they are expected to know, understand, and be able to do. Asking students to focus on their future helps them establish learning goals and priorities for the coming school year. Just as a teacher should review learning goals during and at the end of a lesson, have your students review their progress to their personal learning goals at the end of each quarter and the end of the school year.

### 6. What are the characteristics or attributes you want in a teacher?

Begin by talking with your students about your favorite teacher and the things that made that teacher memorable for you. Then ask them to think about a teacher or other adult they found memorable so far. What were his or her characteristics? Use the various descriptions of your students' ideal teacher as a personal reflective tool. What to they list as the top five to seven attributes collectively, and how do you see yourself as related to those attributes. Are there some areas you might want to work on to be the best teacher for this specific class?

I know there has to be time to set ground rules and expectations, but that can wait a day. Begin with reflective questions and lots of smiles. The advice you were given in some undergraduate class about beginning tough and strict and easing up throughout the year is misguided. Begin by setting an environment of reflection and support. Always remember that students don't care what you know until they know that you care and have a fantastic school year.



## Do You Know Your "Why?" 4 Questions To Find Your Purpose

**Margie Warrell** ,

*Empowering braver leaders to play a bigger game.*

<http://www.forbes.com/sites/margiewarrell/2013/10/30/know-your-why-4-questions-to-tap-the-power-of-purpose/#13ddc9ee564e>

If you've ever faced a significant crisis in your life you'll have experienced the power of purpose to tap reserves of energy, determination and courage you likely didn't know you had. Your mission was clear. Your goal was compelling. Your focus was laser-like. Your potential was tapped. The power of purpose is similar to the energy of light focused through a magnifying glass. Diffused light has little use, but when its energy is concentrated—as through a magnifying glass—that same light can set fire to paper. Focus its energy even more, as with a laser beam, and it has the power to cut through steel. Likewise, a clear sense of purpose enables you to focus your efforts on what matters most, compelling you to take risks and push forward regardless of the odds or obstacles.

- ✓ **What makes you come alive?**
- ✓ **What are your innate strengths?**
- ✓ **Where do you add the greatest value?**
- ✓ **How will you measure your life?**

## **1. What makes you come alive?**

The word inspire comes from the Latin, meaning “to breathe life into.” Accordingly when you are working toward things that inspire you, it literally makes you feel more alive. What makes *you* come alive isn’t referring to taking your dream holiday or watching your favorite team play football (unless you’re called to a career as a football coach or commentator!). It’s bigger than that. I’m talking about a *why* that moves up the food chain from being about you to being about something bigger than you. It’s about connecting with what you’re passionate about, knowing that when you focus your attention on endeavors that put a fire in your belly, you grow your impact and influence in ways that nothing else can.

You don’t have to declare at this point that you want to invent the next iPad, solve the world’s energy problems or cure cancer (though you might!). This is about you connecting to a cause that’s bigger than you are, but which is also congruent with *who* you are what you care about.

## **2. What are your innate strengths?**

In *The Element*, Sir Ken Robinson says that our element is the point at which natural talent and skill meets personal passion. When people are in their element they are not only more productive, but they add more value and enjoy more personal and professional fulfilment. Accordingly, it’s also often where they also tend to make more money!

What are the things you’ve always been good at (sometimes wondering why others find it so hard?) Are you able to see patterns and opportunities amidst complexity? Are you creative, naturally adept at coming up with ‘outside the box’ solutions? Are you a natural born rebel with an innate ability to identify where the status quo is in need of a makeover? Are you brilliant in the details, naturally good at executing projects with a precision that some find tedious? Or are you a naturally gifted communicator, technocrat, diplomat, networker, leader, problem solver or change agent? For a free strengths survey visit <http://www.viame.org/>

Of course, you can also be passionate about things you have no natural talent for, and talented at things for which you hold little passion. However experience has shown me that we rarely aspire toward ambitions we have no natural talent to achieve. As civil rights leader Howard Thurmon once wrote, “Don’t ask yourself what the world needs; ask yourself what makes you come alive, then go do that. Because what the world needs is people who have come alive.” Indeed they do.

## **3. Where do you add the greatest value?**

Doing work that you’re good at, but which you loathe, is not a pathway to fulfilment. That said, knowing your greatest strengths and where you can add the most value—through the application of your education, skills, knowledge and experience—can help you focus on the opportunities, roles and career paths where you are most likely to succeed and therefore find the greatest sense of accomplishment and contribution.

Too often we undervalue our strengths, skills and the expertise we naturally acquire over time. If you reframe the concept of adding value through the lens of solving problems, you can ask yourself what you’re well placed and equipped to help solve in your workplace, career, organization or industry. You can also ask yourself what problems you really enjoy solving, and what problems you feel passionate about trying to solve. You’ll then be more successful at focusing on your natural strengths and those things you’re innately good at than trying to bolster or eliminate your weaknesses.

## **4. How will you measure your life?**

People who don’t stand for something, can easily fall for anything. Deciding how you want to measure your life means making a stand for something and then living your life in alignment with it.

Ultimately, living with purpose means focusing on things that matter most. Ironically, the things that matter most are rarely “things.” That said, while some people are in a position to trade the security of a regular salary in order to pursue a passion, many simply can’t—at least not in the short term or without violating core values (like paying off debt or providing for their family). But following the money and following your heart don’t have to be mutually exclusive. By shifting the lens in which you view what you are doing now, you can profoundly shift your experience of it. No matter what your job, you can draw meaning from it and find greater purpose through *how* you do what you do. If you don’t think you’re the kind of person you’d want to work with, then consider that it may not be because of the job you do each day, but your attitude toward it.

Knowing your purpose may compel you to take on challenges that will stretch you as much as they inspire you. Just as a boat under power can handle any size wave if perpendicular to it, when you’re powered by a clear purpose, there is little you cannot do.

## **Human Element Survey Questions for Students**

***Your peers want your honest opinion. This survey will direct our future goals, activities, and focus of Hoover Campus Culture. We want a school that listens to the students and tries to understand how and where we can improve. The Human Element Team would like you to take this survey seriously. Results will be released at our Human Element Assembly on Friday, October 25<sup>th</sup>. For each section choose the answer that best describes your reality.***

**a) Daily    b) 2-3 times per week    c) once a week    d) rarely    e) choose not to answer (or not applicable)**

1. I treat my Teachers with kindness
2. I do not disrupt my Teachers
3. I show respect to the staff on campus
4. I don't talk back to Hoover Staff
5. My peers show respect to the Staff on campus
6. The Staff treats me with kindness
7. I act up inappropriately, pick on, or bully Teachers/Staff
8. Teachers inappropriately pick on or bully students
9. How often do you argue with someone

**a) Always    b) Sometimes    c) Never    d) I don't know**

10. When/If I witness bullying I speak up
11. When a Staff member witnesses bullying behavior they address it immediately
12. Hoover Staff shows favoritism to certain students
13. I treat my teachers differently and favor some over others
14. I am disrespectful to my peers
15. When I am disrespectful to others I feel bad or have remorse
16. I put labels on people

**a) Strongly Disagree    b) Disagree    c) Neutral    d) Agree    e) Strongly Agree**

17. The Teachers/Staff members are fair and equal in the way they treat all students.
18. Teachers talk down to me
19. The Staff in the Cafeteria treat me with kindness and are helpful
20. The Staff in the Office treat me with kindness and are helpful
21. The Custodial Staff treat me with kindness and are helpful
22. Students are kind/respectful to Staff in the Cafeteria
23. I make a line in the Cafeteria
24. It's ok to cut in line
25. Students are kind/respectful to Staff in the Office

- 26. I am quiet when I enter the office and don't disrupt the Staff
- 27. Students are kind/respectful to the Custodial Staff
- 28. I pick up my own trash and clean up after myself
- 29. My peers treat me with kindness or tell me they care about me
- 30. Students on campus smile at me
- 31. Students on campus look at me in a threatening manner
- 32. Students on campus use vulgar language
- 33. Students on campus use slurs when addressing one another
- 34. I am offended when anyone uses slurs around me
- 35. Treating each other with kindness will improve our school culture and climate

**a) Always      b) Sometimes      c) Never      d) I don't know**

- 36. I feel emotionally threatened by adults on campus
- 37. I feel intimidated by others on campus
- 38. I feel like others are ganging up against me on campus
- 39. I feel judged by other students either by words or actions
- 40. There is a place I can go to let someone know that I need help
- 41. If there was an anonymous place I could go to online or by text to let someone know I had a problem, I would use it
- 42. I have been told where to seek help for drug, alcohol, family, or personal abuse.
- 43. There is an adult I can communicate with about drug, alcohol, family, or personal abuse

# 10 QUESTIONS TO ASK SOMEONE THAT WILL REVEAL THE MOST ABOUT THEM

When you first meet someone, you know so little about each other. The process of getting to know someone can be fun, and it can be as long as you want it to be. **But what if you want to speed things up a bit and make sure you're a good connection for each other rather than wasting time?** Here are 10 questions you can ask each other that will reveal the most about yourselves.

## 1. WHAT'S SOMETHING THAT NO ONE WOULD GUESS ABOUT YOU?

This question gets at the underlying nature of their personality. Often, we can guess quite a bit about someone based on their appearance, clothes, and mannerisms, but what are they hiding?

## 2. WHAT DO YOU BELIEVE IN?

**This is a pretty open question to ask someone, but it could reveal a lot about them.** For example, they could say anything from 'The constitution' to 'Santa Claus' to 'Honesty.' Or, maybe they believe that Casablanca was the best movie ever made. Either way, this question could tell you a lot about someone and what is important to them.

## 3. IF YOU COULD BE DOING ANYTHING, ANYWHERE RIGHT NOW, WHAT AND WHERE WOULD IT BE?

You might also want to add, 'if money were no object' to this question to get them to reveal the most about themselves. Really, this is a way to ask what their favorite activity and place is. Maybe they have a longing to move away to a different place, or to be doing a totally different career.

## 4. WHAT DO YOU WISH YOU HAD DONE DIFFERENTLY IN YOUR LIFE?

**This question will reveal a lot about someone's past, because ultimately, we can't change what we have already done.** Living with regrets is no fun, nor is focusing on what might have been. You want to know what helped shape this person and if they continue to focus on the past or if they have their eyes set on the future.

## 5. WHAT ARE YOU DOING TO IMPROVE YOURSELF?

No one is perfect, so this question will reveal what someone dislikes about themselves and also if they are taking the initiative to work on fixing their flaws.

## 6. WHAT'S ONE THING YOU'VE HAD TO OVERCOME IN YOUR LIFE?

**From a short 5-minute conversation, researchers looked at the differences between the sexes of how we perceive the friendliness of someone of the opposite sex.** They found that males were more likely to perceive that women were being flirtatious or seductive. Women in the study did not think that friendly men who were talking to them were trying to seduce them.

## 7. WHAT'S THE MOST IMPORTANT THING TO YOU?

This question could reveal if someone is materialistic, for example, if they say that they value their car or a diamond ring. It could also reveal if they are idealistic, for example, if they say that their integrity is the most important thing to them.

## 8. WHAT DID YOU LEARN ABOUT YOURSELF FROM YOUR PREVIOUS RELATIONSHIPS?

**Researchers at Lehigh University and the University of Texas looked at the question of what it really means to get to know someone.** Most people think they are good judges of character, but in reality, we aren't very accurate with our assessments of personality and our predictions of someone's behavior based on what we know about them. Although people are often confident about the accuracy of their perceptions, 'time and time again, researchers have shown that people's impressions of others are prone to biases.'

The researchers found that when people are in a relationship, they are more likely to be accurate judges of personality if it is beneficial to their relationships. For example, being able to perceive your partner's emotional state is beneficial to the health of your relationship.

## 9. HOW DO YOU HANDLE BEING IN A BAD MOOD?

Everyone has bad days, but it's how we handle it that makes the biggest difference for our personalities. When you want to get to know someone, this question will reveal a lot about them, but you should also observe them when they are frustrated to see how they respond.

## 10. WHAT DO YOU WISH SOMEONE WOULD ASK YOU?

**Some people are just waiting for someone to ask them a certain question because they are dying to share some personal information with the rest of the world.** Maybe they have a philosophical view that they would love to share, or maybe they want to reveal a hidden part of themselves to other people. Either way, you'll be sure to find out with this question.