

Teacher Orientation to the Framework for Teaching and Framework for Teaching Proficiency System



Agenda

Domain 3: Instruction

3b: Using Questioning/Prompts and Discussion Techniques

- Overview
- Elements
- Indicators
- Examples of Relevant Evidence
- Rubric (highlighted)
- Examples matched with level description
- Distinguishing between 2 and 3
- What this component would look like in my classroom....
- Activity: Evidence vs. Interpretation
- Video Activity
- Session Reflection
- Questions

Overview

- Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching – central importance
- Questioning and discussion are used as to deepen student understanding vs. recitation or “quiz”
- Good teachers use divergent as well as convergent questions
- Questions are framed to invite students to formulate hypotheses, make connections, or challenge use of their ideas.
- High-quality questions encourage students to make connections among concepts/events previously believe to be unrelated and arrive at new understanding of complex material.
- Effective teacher pose questions to which they do not know the answer.
- Should lead to animated class discussions engaging all students
- Discussions could be based around questions formulated by students.
- Questions do not all have to be at high level to get a high rating.
- What to watch for in a lesson...

Elements

- Quality of questions/prompts
 - Cause students to think and reflect
 - Review could have series of low-level questions to establish facts
- Discussion Techniques
 - confusion between discussion and explanation of content
 - true discussion
 - teacher poses question
 - teacher invites all students' view to be heard
 - teacher enables students to engage in discussion directly with one another and not always be mediated by teacher
- Student Participation
 - sometimes a few student dominate; other students recognize this and hold back their contributions
 - experienced teachers use range of techniques to ensure all students contribute to the discussion

Indicators

Specific examples:

1. Questions of high cognitive challenge, formulated by both students and teacher
2. Questions with multiple correct answers, or multiple approaches even when there is a single correct response
3. Effective use of student responses and ideas
4. Discussion in which the teacher steps out of the central, mediating role
5. High levels of student participating in discussion

Examples of Relevant Evidence

Relevant	Yes or No
The teacher asks, “Student M, can you comment on Student T’s idea?” and Student M responds directly to Student T.	
Students attend fully to what the teacher is saying.	
The teacher only calls on students who have their hands up.	
The teacher asks a student to explain the task to other students	
In a lesson on plot structure in a Dickens novel, the teacher asks, “Where was Shakespeare born?”	
A student says to a classmate, “I don’t think I agree with you on this because...”	

4. Activity: Understanding the Levels of Performance

Level 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Level 3

While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Level 2

The teacher's questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.

Level 1

The teacher's questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

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Distinguishing Between 2 and 3

3

While the teacher may use some low-level **questions**, he or she poses questions to students **designed to promote** student **thinking and understanding**. The teacher creates a **genuine discussion** among students, providing **adequate time** for students to respond and **stepping aside** when appropriate. The teacher successfully **engages most students** in the discussion, employing a range of strategies to ensure that most students are heard.

2

The teacher's questions lead students along a **single path of inquiry**, with **answers** seemingly **determined in advance**. Or, the teacher attempts to frame some questions designed to promote student thinking and understanding, but **only a few students** are involved. The teacher attempts to **engage all students** in the discussion and to encourage them to respond to one another, with **uneven results**.

What would this component look like in my classroom?

1. Form a group of teachers in a similar classroom as yours (ECE, MSI, ED, Autism, Itinerant).
2. Review the overview, elements, indicators, and levels of component 3b then write down 4 examples of current practices that you feel exemplify this component.
3. Next to the 4 examples of current practices, write down any changes you would make.
4. Write down 3 -4 additional ideas for this component.

➤ [Component 3b in my Classroom.docx](#)

Activity: Sorting Evidence and Interpretation

“The teacher’s questions stimulate discussion among all the students. The students must love this type of questioning so they can explain themselves.”

The teacher asked the students to compare and contrast the leaves they were examining.

The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"

Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?".

The teacher only calls on students who have their hands up.

Bloom's Taxonomy Revised 2001

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

“Remembering” stems

What happened after...?

How many...?

What is...?

Who was it that...?

Name ...

Find the definition of...

Describe what happened after...

Who spoke to...?

Which is true or false...?

“Understanding” stems

Explain why...

Write in your own words...

How would you explain...?

Write a brief outline...

What do you think could have happened next...?

Who do you think...?

What was the main idea...?

Clarify...

Illustrate...

“Applying” stems

Explain another instance where...

Group by characteristics such as...

Which factors would you change if...?

What questions would you ask of...?

From the information given, develop a set of instructions about...

“Analyzing” stems

Which events could not have happened?

If. ..happened, what might the ending have been?

How is...similar to...?

What do you see as other possible outcomes?

Why did...changes occur?

Explain what must have happened when...

What are some or the problems of...?

Distinguish between...

What were some of the motives behind..?

What was the turning point?

What was the problem with...?

“Evaluating” stems

Judge the value of... What do you think about...?

Defend your position about...

Do you think...is a good or bad thing?

How would you have handled...?

What changes to... would you recommend?

Do you believe...? How would you feel if...?

How effective are...?

What are the consequences...?

What influence will....have on our lives?

What are the pros and cons of....?

Why is....of value?

What are the alternatives?

Who will gain & who will loose?

“Creating” stems

Design a...to...

Devise a possible solution to...

If you had access to all resources, how would you deal with...?

Devise your own way to...

What would happen if ...?

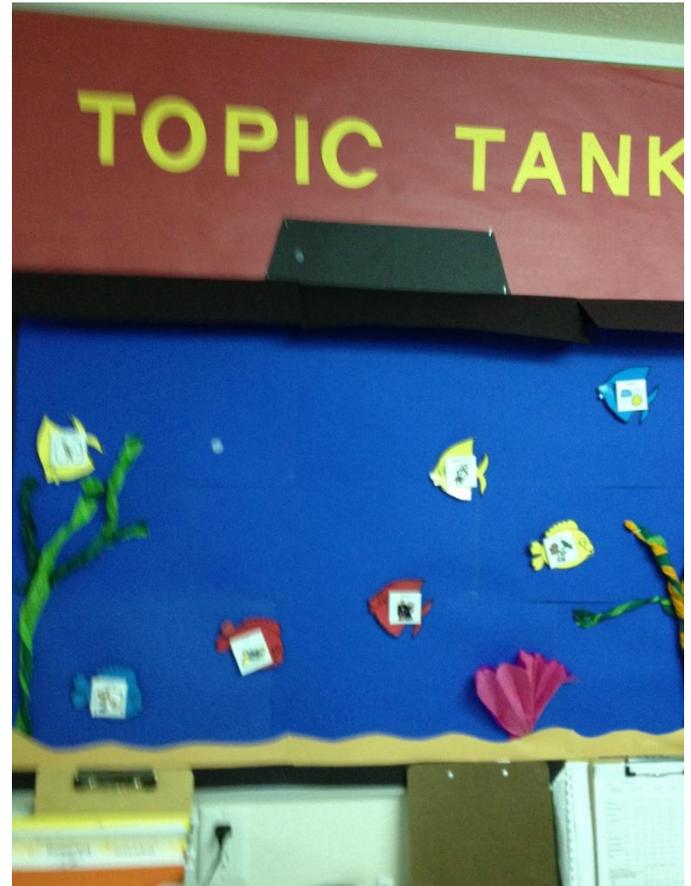
How many ways can you...?

Create new and unusual uses for...

Develop a proposal which would...

Video Activity

➤ http://www.youtube.com/watch?v=tEYjub_8qfl&feature=related



Activity: Session Reflection

- An insight I had as a result of today's session is...
- Concepts from this session that are most applicable to my teaching practice are...
- A question I have related to today's session is...

↓ Questions