

# Domain 3: Instruction



## Component 3b. Using Questioning and Discussion Techniques

**Arkansas TESS Training**

Based on:

The Framework for Teaching by Charlotte Danielson

# Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

*For further assistance:*

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

# Components of Domain 3: Instruction

3a. Communicating with Students

**3b. Using Questioning and  
Discussion Techniques**

3c. Engaging Students in Learning

3d. Using Assessment in Instruction

3e. Demonstrating Flexibility and  
Responsiveness

# Learning Outcomes:

## 3b. Communicating with Students

- Understand the elements of 3b
- Distinguish the difference in levels of performance
- Review examples of 3b evidence
- Identify my level of performance on 3b
- Create next steps to improve my level of performance in 3b

# Understanding 3b. Using Questioning and Discussion Techniques

- Everyone is familiar with questions in the classroom. Everyone is not familiar with the detailed skill and ability that proper questioning and discussion techniques involve.
- Questions will lead to new understanding, identify what students know and promote student engagement.
- Asking questions should be planned (just as any other strategy in the classroom), even to the point of scripting and rehearsal.
- Discussion techniques are not just about sentence stems – ask, “Are students involved in the discussion? Are students actually running the discussion?”

# Label: Poor Questions or Good Questions

- \_\_\_\_\_ Boring and may be incomprehensible
- \_\_\_\_\_ Provide connections to promote thinking
- \_\_\_\_\_ Develop curiosity about concepts of content
- \_\_\_\_\_ Narrow in scope and leading to closed responses
- \_\_\_\_\_ Involves all students

*Recognizing good questions is easy, compared to planning and implementing questioning and discussion techniques which bring students into learning and will lead to reflection on concepts.  
How might you learn more about this process?*

# Elements of 3b

## 1. Quality of questions

- ▶ Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.\*

\*Proficient Level of Performance

# Elements of 3b

## 2. Discussion techniques

- ▶ Teacher creates a genuine discussion among students, stepping aside when appropriate.\*

\*Proficient Level of Performance

# Elements of 3b

## 3. Student participation

- ▶ Teacher successfully engages all students in the discussion.\*

\*Proficient Level of Performance

# TESS Evidence for 3b

## Observer's notes

- Teacher and/or Student quotes
- Teacher and/or Student behavior
- Observations of the classroom environment
- Numerically-qualified statements of instructional implementation

Artifacts (Products of teacher or student work)

# Planning for 3b evidence:

*If the teacher's goal is to use high quality questions, then*

1. How should the teacher cultivate skill in planning questions on the higher end of Bloom's Taxonomy for a lesson?
2. How will the teacher's knowledge of students' backgrounds and experiences impact this process?
3. What is 'wait time'? What role does it play in successful questioning?
4. How might a teacher extend the learning by creating comfort for student inquiry?

# Planning for 3b evidence:

- *If the teacher's goal is to create a genuine discussion among students and step aside when it's appropriate, then*
  1. How should this strategy be written into a lesson plan?
  2. What could be done to encourage questions and discussion between students, as well as between teacher and students?
  3. How might the teacher share the responsibility for inquiry and the process of learning with students?
  4. What role could teacher feedback for the students play in this plan?

# Planning for 3b evidence:

- *If the teacher's goal is to successfully engage all students in the discussion, then*
  1. What could be done to ensure that ALL students have an opportunity to participate in the discussion?
  2. How are these strategies related to this element: active listening; self-regulation for participation; body language; appropriate differences of opinions?
  3. Effective teachers know the learning starts with the questions. What is Socratic Teaching? Could it be part of your 'teacher toolbox'?

# Which 3b element does this observation evidence address?

When the teacher finishes modeling how to wire the switch, he asks the students to apply the information to a new situation. "Do you think there is another way we could wire this switch and make it work?" He tells the small groups to stop and take a minute to think about how else they could wire it.

**A. *Quality of Questions***

**B. *Discussion Techniques***

**C. *Student Participation***

Answer is b.

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# Which 3b element does this observation evidence address?

Teacher: “Does anyone see another possibility?”  
“Who would like to comment on that idea?” The teacher rephrases his question for those who do not understand it.

**A. Quality of Questions**

**B. Discussion Techniques**

**C. Student Participation**

Answer is a or c.

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# Which 3b element does this observation evidence address?

Students (in groups of 3) follow the posted discussion protocol. As they discuss, points are recorded for presentation to the whole group. In addition, they choose follow up questions to use during whole group discussion of their topic.

- A. *Quality of Questions***
- B. *Discussion Techniques***
- C. *Student Participation***

Answer is a or c.

Arkansas TESS has 4 levels of performance. . . .

## *Distinguished*

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

# Arkansas TESS has 4 levels of performance. . . .

## *Proficient*

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

# Arkansas TESS has 4 levels of performance. . . .

## Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

## *Unsatisfactory*

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

# Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p>	<p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p>	<p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p>	<p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p>

# This is which level of performance for 3b?

1. Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# This is which level of performance for 3b?

2. Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

## This is which level of performance for 3a?

3. The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

## This is which level of performance for 3a?

4. The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# Level of Performance 3b Answers

- 1) Proficient
- 2) Distinguished
- 3) Basic
- 4) Unsatisfactory

**Any surprises?**

# What does 3b look like?

When observing a lesson in your classroom, your principal or other evaluator/observer may look for the following:

- Questions that engage students in an exploration of content; and are not rapid fire, low level, recitation of facts
- Whether “Think time” is allowed before responses
- Teacher probes to seek clarification, i.e. “explain....”, “give an explanation for...”
- If all students are engaged in discussion; not just a few, students often take initiative
- Teacher staying on topic, using follow-up questions, rephrasing and applying what students contribute or pose in discussion

# Remember

Target *Proficient* performance because  
“Our performance goal is to LIVE in 3...  
And vacation in 4.”

# Think about it. . .

After reviewing the Performance Levels for **Component 3b: Using Questioning and Discussion Techniques**, how do you rate on the rubric?

1. How will you improve your skill in incorporating higher-order questions?
2. Where will you find resources to grow in using questioning and discussion in instruction?
3. Will you be able to establish student discussion to improve learning? Where would you start to know the answer to this question?

# Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson