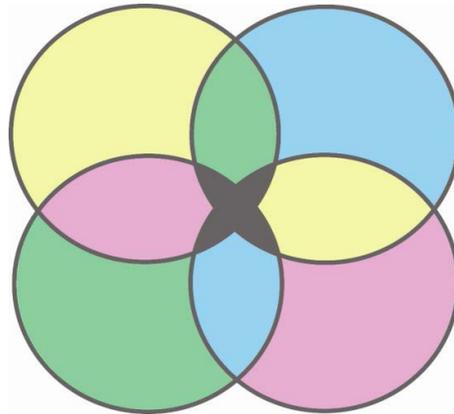


# Domain 3: Instruction

## 3b: Using Questioning and Discussion Techniques

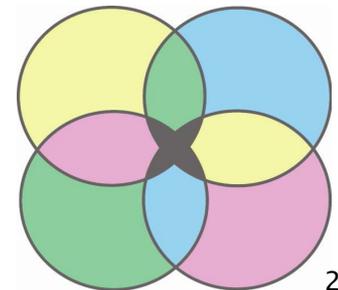


**The Framework for Teaching**  
**Charlotte Danielson**

# Objectives

## 3b: Using Questioning and Discussion Techniques

- ▶ Understand the elements of 3b
- ▶ Distinguish the difference in levels of performance
- ▶ Review examples of 3b behavior
- ▶ Identify my level of performance on 3b
- ▶ Incorporate strategies to improve my level of performance in 3b



# Why Is “Using Questioning and Discussion Techniques” an Important Component of Effective Teaching?

- ▶ Questioning and discussion techniques are the only strategies specifically referred to in the *Framework for Teaching*; this reflects their central importance to teachers’ practice.
- ▶ Questions and discussions are used as techniques to deepen student understanding—not just a verbal quiz.



# Why Is “Using Questioning and Discussion Techniques” an Important Component of Effective Teaching?

- ▶ Good teachers use divergent as well as convergent questions, framed in such a way that invite students to form hypothesis, make connections, or challenge previously held views.
- ▶ High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and arrive at new understandings of complex materials.



# Why Is “Using Questioning and Discussion Techniques” an Important Component of Effective Teaching?

- ▶ When exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review or to ensure that everyone in class is on board.
- ▶ If questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level.



# Why Is “Using Questioning and Discussion Techniques” an Important Component of Effective Teaching?

- ▶ In lessons involving small-group work, the quality of students’ questions and discussion in their small groups may be considered as part of the component.
- ▶ Higher-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.
- ▶ Students’ responses to questions are valued.



# Why Is “Using Questioning and Discussion Techniques” an Important Component of Effective Teaching?

- ▶ Effective teachers build on student responses and make use of their ideas.
- ▶ For students to formulate high-level questions, they must learn how to do so.
- ▶ Not all questions must be at a high cognitive level for a teacher’s performance to be rated at a high level.



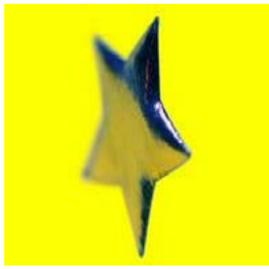
# The Elements

- ▶ Quality of questions/prompts
  - Questions of high quality cause students
    - to think and reflect.
    - to deepen their understanding.
    - to test their ideas against those of their classmates.
  - When teachers ask questions of high quality,
    - they ask only a few of them.
    - they provide students with sufficient time to think about responses.
    - time to reflect on the comments of their classmates.
    - time to deepen their understanding.
  - For review, teachers ask students a series of low-level questions in a type of verbal review.
  - Verbal reviews may be helpful for establishing facts of a historical event, for example, but they should not be confused with the use of questioning to deepen student understanding.



# The Elements

- ▶ Discussion techniques
  - Some teachers report that “we *discussed* x” when what they mean is “I *said* x.”
  - Some teachers confuse discussion with explanation of content.
  - As important as explanation is, it’s not discussion.
  - In a true discussion, a teacher
    - poses a question.
    - invites all students’ views to be heard.
    - enables students to engage in discussion directly with one another.
    - does not always mediate.



# The Elements

- ▶ Student participation
  - A few students tend to dominate the discussion.
  - Other students recognize this pattern and hold back their contributions.
  - Experienced teachers use a range of techniques to ensure all students contribute to the discussion.
  - Teachers enlist the assistance of students to ensure this outcome.

# Questioning and Discussion Techniques Indicators

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



# Relevant because...

- ▶ The teacher only calls on students who have their hands up.
  - ▶ In a lesson on plot structure in a Dickens novel, the teacher asks, “Where was Shakespeare born?”
  - ▶ Students attend fully to what the teacher is saying.
- Not Relevant–Why?
- ▶ A student says to a classmate, “I don’t think I agree with you on this one because ... ”
  - ▶ The teacher asks, “Student M, can you comment on Student T’s idea?” and Student M responds directly to Student T.
  - ▶ The teacher asks a student to explain the task to other students.

Not Relevant–Why?

# Levels of Performance Answers

- A. Proficient (Level 3)
- B. Distinguished (Level 4)
- C. Unsatisfactory (Level 1)
- D. Basic (Level 2)



# Level 3: Proficient

## Critical Attributes

- ▶ The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- ▶ The teacher makes effective use of wait time.
- ▶ The teacher builds on and uses student responses to questions effectively.
- ▶ Discussions enable students to talk to one another, without ongoing mediation by the teacher.
- ▶ The teacher calls on most students, even those who don't initially volunteer.
- ▶ Many students actively engage in the discussion.

# Level 2: Basic Critical Attributes

- ▶ The teacher frames some questions designed to promote student thinking, but only a few students are involved.
- ▶ The teacher invites students to respond directly to one another's ideas, but few students respond.
- ▶ The teacher calls on many students, but only a small number actually participate in discussion.



# Level 1: Unsatisfactory

## Critical Attributes

- ▶ Questions are rapid-fire and convergent, with single correct answers.
- ▶ Questions do not invite student thinking.
- ▶ All discussion is between teacher and students; students are not invited to speak directly to one another.
- ▶ A few students dominate the discussion.

# Level 4 Distinguished Critical Attributes

In addition to the characteristics of Proficient

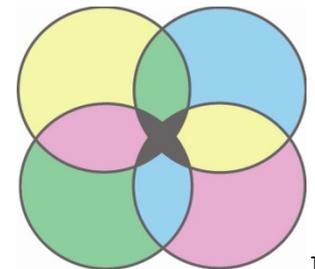
- ▶ Students initiate higher-order questions.
- ▶ Students extend the discussion, enriching it.
- ▶ Students invite comments from their classmates during a discussion.



# Objectives

## 3b: Using Questioning and Discussion Techniques

- ▶ Explain one element of 3b.
- ▶ Contrast the key words that help you understand the difference in Levels of Performance.
- ▶ Explain an example of 3b behavior in your classroom.
- ▶ Identify your level of performance on 3b today.
- ▶ What strategies will you begin to incorporate to improve your level of performance in 3b? Why?



# Reflect

- ▶ What level do you believe that you typically perform in Using Questioning and Discussion Techniques?
- ▶ What is one thing that you can begin to do differently that will enrich the learning opportunities for your students?
- ▶ How are you going to change your lesson plans to reflect your new approach?

