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

**The method Dr. V. uses most often to record evidence of 3b is the following: 1) make a seating chart with a key when you enter the room; 2) use the key to record important data; for example for correct answer us a (+), incorrect answer use a (-), add on an answer (++), does not answer when called on (--), student asks question (s+), student answers another student's question (sa+), student builds on an answer (sb+), etc… 3) Dr. V. also attempts to script every question asked by either teacher or student, before leaving the room Dr. V. rates the question 1 to 6 using Bloom's Taxonomy (6 for highest level), 4) Dr. V. underlines the verb used in each question. 5) Dr. V. keeps track of how many questions are not answered (NA), teacher answered (TA), and student answered (SA).**

1.

**(**Observer should draw seating chart and use marks to determine student participation. Record the answer that is most prevalent.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Few | Some | Many | Virtually All |
| **Participation by students in questioning and discussion** |  |  |  |  |
| **Teacher pauses (3 to 5 seconds) after a student responds before answering or calling on another student?** |  |  |  |  |
| **Students add on to the answer of other students to a question.** |  |  |  |  |

Draw seating chart here:

2.    **Use of wait time  (**Record all uses of wait time or the answer that is most prevalent)

|  |  |
| --- | --- |
|  | Teacher leaves student without students answering or participating |
|  | Teacher waits 3 to 5 seconds for student to respond |
|  | Teacher insists student answers using alternative technique |
|  | Other: |

3.    **During observation teacher's questions are of high quality**

(Record number of questions per Bloom's Taxonomy and enter answer below. Record all uses of verbs or the answer that is most prevalent.) [CLICK HERE](http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf) for Bloom’s action verbs

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

4.     **(**Record all responses or the answer that is most prevalent)

|  |  |  |  |
| --- | --- | --- | --- |
| **Who answers teacher's questions?** | Nobody | Teacher | Students |
| **Who answers students’ questions?** |  |  |  |

6.

|  |  |  |
| --- | --- | --- |
| **Questions are complex, with few questions involving only simple recall of information.** | **Yes** | **No** |
| **Students are asking other students questions about the content.** |  |  |
| **Teacher provides questioning stems such as "What might happen if …? or "Your answer seems to suggest…" to students to assist them in responding to each other.** |  |  |
| **Teacher has a system to monitor which students' answer questions correctly, incorrectly, student volunteer answer, etc...** |  |  |
| 5.              **Teacher invites students to respond to other student's questions.** |  |  |
| **6.**              **Teacher uses a blog or wiki for classroom discussion to continue outside of class.** |  |  |
| **7.**              **Teacher REGULARLY invites students to reflect on the content and share their thoughts.** |  |  |
| **8.**              **Teacher allows students to prepare and present discussion about the lesson.** |  |  |
| **Does the teacher allow a few students to dominate the discussion and questions?** |  |  |
| **Students turn to look at the person in the class asking the question or providing the information during the discussion.** |  |  |
| **Students themselves make sure all students participate in the discussion.** |  |  |
| **Teacher integrates writing into the discussion.** |  |  |
| 2.              **Teacher encourages these types of questions to probe thinking.**                    What causes you to say that?            Could you explain what you mean?            How does this relate to what we are talking about? |  |  |
| 3.              **Teacher encourages these types of questions to probe assumptions.**            What must be true for your thinking to be correct?            What other assumptions are possible? |  |  |
| **Teacher encourages these types of questions to probe reasoning.**                                    Why do you think so?            How do you know this?            What facts are there to support what you are saying? |  |  |
| 4.             **Teacher encourages these types of questions to probe perspectives.**             What's another way to look at this?            Why is this viewpoint stronger than the other one?            What are the strengths and weaknesses of each viewpoint? |  |  |
| **Teacher encourages these types of questions to probe implications and consequences.**            What might happen next?            How does this change what we've already learned? |  |  |
| **Teacher uses a system to encourage random calling on students such as "popsicle stick," "numbers" etc...** |  |  |