Questioning and Classroom Discussion

Micro-credential/Badge Information

Issuing Organization Name	Provo City School District
Badge Topic	Questioning & Classroom Discussion
Meets Lane Change Criteria? 17 hours= research, video reflection, collaboration, modeling, demonstration, classroom practice, student engagement, student impact, peer coaching.	Theory about how effective is Questioning and Classroom Discussion. *Questioning and classroom discussion strategies.* *Explanation of documents and how to use them in your classroom to show student impact and your mastery of the skill.*

Badge Requirements

Sec. #	Section Name	Description	
1	Theory	Badge earners will demonstrate theoretical understanding of the target skill.	
Req. #	**Req. Title**	**Requirement Description**	**Require Evidence (Y/N)**
1.1	Research Summary	Read one article from each section and select quotes from the reading to answer the following questions: 1. Why do teachers ask questions? 2. How do questions guide classroom discussions? 3. What is the impact for asking questions for deeper learning? 4. How are Bloom's levels of taxonomy related to asking deeper questions for classroom discussion? (These articles reference Bloom's levels of taxonomy and Depth of Knowledge if you are not familiar with either	Y

reference this link: (bloom vs webb depth of knowledge PDF in folder)

<u>Section 1 - Theory</u>: Articles 1-4 all explain the theory behind questioning as an aid to learning, helping teachers plan for questioning as they design effective lessons.

1. **<u>Classroom Questioning: Kathleen Cotton</u>** http://educationnorthwest.org/sites/default/files/classroom-questioning.pdf (Paula, this is a good article for strategies, but I don't konw where to put it - I like this study for the theory part :)

2. **<u>Strategies and techniques of questioning effectuating thinking and deep understanding in teaching engineering at estonian centre for engineering pedagogy: Hants Kipper, Tiia Rüütmann</u>** http://www.scientiasocialis.lt/pec/files/pdf/vol19/36-45.Kipper_Vol.19.pdf

3. **<u>Using Effective Questions</u>**: This article explains what are effective questions, why do we ask questions, how to design effective questions and how to incorporate effective questions in the classroom. https://www.cte.cornell.edu/teaching-ideas/engaging-students/using-effective-questions.html

4. **<u>Asking Questions to Improve Learning</u>**: This article lists strategies for asking questions in the classroom, how to respond to students questions, and why do we ask open ended questions. This article also discusses Bloom's levels of taxonomy. https://teachingcenter.wustl.edu/resources/teaching-methods/participation/asking-questions-to-improve-learning/

<u>Section 2 - Sample questions:</u> Articles 5-8 give extensive lists of question examples, tying them to learning goals.

5. **<u>Bloom's Taxonomy and Different Levels of Questioning</u>** http://www.nmmu.ac.za/cyberhunts/bloom.htm

6. **<u>A Giant List of Really Good Essential Questions:</u>** http://teachthought.com/critical-thinking/questioning/examples-of-essential-questions/ This list focuses on big questions that may guide an entire unit or perhaps

		even the entire school year.	
		7. **Tips from Teachers: Improving on the 'Questioning' Indicator** http://team-tn.org/wp-content/uploads/2013/08/Tips-for-Teachers1.pdf	
		8. **Asking Effective Questions:** http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf	
		Section 3 - Hot Topics: Articles 9-11 discuss the value of classroom discussions about "hard things" and teaching students to engage in *civil* civic discourse:	
		9. Robert Kunzman, "How to Talk About Religion" http://www.ascd.org/publications/educational-leadership/apr12/vol69/num07/How-to-Talk-About-Religion.aspx	
		10. Ali Michael, "What White Children Need to Know about Race" https://www.nais.org/magazine/independent-school/summer-2014/what-white-children-need-to-know-about-race/https://www.nais.org/magazine/independent-school/summer-2014/what-white-children-need-to-know-about-race/	
		11. Politics In The Classroom: How Much Is Too Much? NPR interview with Diana E. Hess and Paula McAvoy, authors of *The Political Classroom: Evidence and Ethics in Democratic Education* http://www.npr.org/sections/ed/2015/08/06/415498760/the-role-of-politics-in-the-classroom	
1.2	School-based training	Attend a Questioning & Classroom Discussion training offered by another teacher in your school or in the district and take notes. Try one new strategy for 5 lessons. Reflect with another teacher on your results. Submit reflection notes.	Y
1.3	Training Module (for Training only)	Create a presentation to teach this concept to another teacher. Your presentation needs to include the following: Include note about presenting to PLC group as option. 1. Choose a platform for presentation (GoogleSlides, Prezi, Nearpod, PowerPoint) 2. Minimum 5 slides, maximum 8 slides	Y

		3. 10 minutes total of presentation 4. Include definitions of academic language 5. Include examples of successful implementation	

Sec. #	Section Name	Description	
2	Demonstration/ Modeling	Badge earners will view and critically evaluate demonstrations of the target skill.	

Req. #	Req. Title	Requirement Description	Require Evidence (Y/N)
2.1	Videos	Choose 2 videos to watch from each section, theory & evaluation. As you watch each video think about what you find meaningful from the video and how could you apply this to your classroom? Complete the Video Reflection form and submit once completed. **To access the Video Reflection Form - Click Here** ***(Document is a PDF on Misty's computer called Video Reflection - Section 2.1)* [Consider adding another column including a critique of the video or skills shown in the video.]** ***Videos for theory*** **Asking Powerful Questions in the Classroom** https://www.youtube.com/watch?v=egu1VOOopWk **Strategies for Student-Centered Discussion - Master the art and science of engaging students in rigorous discussion** https://www.teachingchannel.org/videos/strategies-for-student-centered-discussion **Using questions to develop understanding - Investigate and analyze thinking** https://www.teachingchannel.org/videos/questioning-in-the-classroom **Effective Questioning:** http://cleanvideosearch.com/media/action/yt/watch?videoId=vboA-n0b7ls&name=Teachers+TV-+Effective+Questioning&uploadUsername=EDCHAT%AE&hitCount=24259 (long) **Building understanding through a series of questions** https://www.teachingchannel.org/videos/designing-questions	Y

		The Art of Questioning for Teachers - Structure questioning based on content, meaning and style https://www.teachingchannel.org/videos/structuring-questioning-in-classroom **Schools Teaching More Effective Ways to Argue** https://learningenglish.voanews.com/a/teacher-works-to-encourage-civil-discourse/3556431.html *Videos for teacher evaluation practice:* **Teacher Uses Questioning Techniques to Engage Students** https://www.engageny.org/content/nysut-rubric-teacher-uses-questioning-techniques-engage-students **All students discuss ALL questions as Students Mingle and Interact** (includes ELL xmpl & support) https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=507082&sciId=15537 **Student-controlled questioning** **https://www.youtube.com/watch?v=1WQCWF7ENfI**	
2.2	Live Observations (watching other teachers)	Observe 3 classrooms discussions in your school/district for at least 20 minutes. As you observe, fill out the live observation form. Submit the form once you have completed all three classroom observations. **To access the Live Observation Form - Click Here** *(Document is a PDF on Misty's computer called Live Observation Section 2.2)* [Questions for students may not work for elementary students. Consider having the participant write two relevant questions during the observation that they can ask students after the lesson.]	Y

Sec. #	Section Name	Description	
3	Practice	Badge earners will show evidence of consistent practice of the target skill.	
Req. #	**Req. Title**	**Requirement Description**	**Require**

			Evidence? (Y/N)
3.1	Incorporate questioning into your lessons	Use the document to plan for questioning and discussion in the classroom for 5 different lessons. Keep a log of questioning and discussion strategies utilized for one month. Include LT,SC, PU for each lesson. After each lesson reflect how the use and the effectiveness of questioning to help students engage with LT, SC, PU. **To access the Plan for Questioning and Discussion Document - Click Here** *(Document is a PDF on Misty's computer called Questioning Practice - Sections 3.1 and 3.2)*	Y REQUIRES FACILITATION
3.2	Film and Evaluate Lessons	Film your students for at least 20 minutes during the implementation of 3 lessons. Use the questioning practice form, used in 3.1, to reflect on the use of strategies and the effectiveness of questioning. Submit the Plan for Questioning and Discussion document once you have completed all five lessons. *(Document is a PDF on Misty's computer called Practice asking questions)*	Y
3.3	Student Impact	Use the exit slip provided to collect data on the effectiveness of the questioning strategies used during five different lessons. Choose 5 students (low, medium and high). Collect data from the same students during each lesson. Show the growth of the student responses to see if your questioning is working or not. Submit the Student Impact document once you have completed all five lessons. **To access the Student Impact Form - Click Here** *(Document is a PDF on Misty's computer called Student Impact - Section 3.3)* *Another example of exit slip:* *https://www.edutopia.org/pdfs/stw/edutopia-stw-assessment-9th-grade-humanities-discussion-rubric.pdf*	Y

Sec. #	Section Name	Description	
4	Peer Coaching/Collaboration	Badge earners will give and receive peer coaching on the target skill.	

Req. #	Req. Title	Requirement Description	Require Evidence? (Y/N)
4.1	Receive Feedback **utilize rubric	1- Model use of questioning and classroom discussion in at least 3 lessons. 2- Invite 3 teachers to observe in your classroom questioning and classroom discussion and complete the Classroom Walkthrough form during a formative lesson cycle. 3. Complete the Reflection form for each lesson and reflect on what you learned from the observations of the other teachers. 4. The coach will use this rubric to evaluate your mastery of questioning and classroom discussion. [Can we simplify this rubric? It is very long and dense.]	
4.2	Feedback by teaching other teachers?	Maybe: Find another teacher who is doing your same badge between the district and prepare a presentation together (optional) and individually teach during PLC or during a faculty meeting in your own schools.	

Sec. #	Section Name	Description	
5	Submission	Badge earners will compile and review evidence of the target skill.	

Req. #	Req. Title	Requirement Description	Require Evidence? (Y/N)
5.1	Review Evidence	Meet with a badge facilitator to review your learning on questioning and classroom discussion.	

Completion Checklist:
- Research summary questions to articles
- Notes on training offered by another teacher at your school
- Presentation of the concept
- Three 20 minute observation form from three different classes
- Three 20 minute recorded lessons of students & fill out the questioning practice form
- 1 formal observation from a colleague
- 1 month log of questioning strategies used in lessons

- Five different "Practice Asking Questions for the Classroom Discussion" filled out for different lessons
- Exit slips for the five different lessons (all students will fill out, use a high, medium, & low to represent class) & student impact reflection

Depth of Knowledge (DOK) Levels

Draw — Identify — List
Define — Memorize — Label
Calculate — Illustrate
Arrange — Who, What, When, Where, Why — Measure
Repeat — State — Name
Design — Tabulate — Report — Infer
Recall — Tell — Use — Categorize
Connect — Recite — Recognize — Quote — Collect and Display
Synthesize — Match — Identify Patterns
Apply Concepts — Graph — Organize
Critique — Classify — Construct
Analyze — Separate — Modify
Create — Cause/Effect — Predict
Prove — Estimate — Interpret
Compare — Distinguish
Relate — Use Context Cues
Revise — Assess — Make Observations
Apprise — Develop a Logical Argument — Construct — Summarize
Use Concepts to Solve Non-Routine Problems — Compare — Show
Critique — Explain Phenomena in Terms of Concepts
Formulate — Investigate
Hypothesize — Draw Conclusions — Differentiate
Cite Evidence

Level One (Recall)
Level Four (Extended Thinking)
Describe Explain Interpret
Level Two (Skill/ Concept)
Level Three (Strategic Thinking)

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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