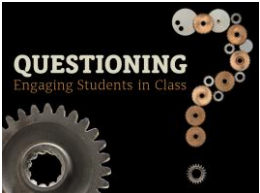


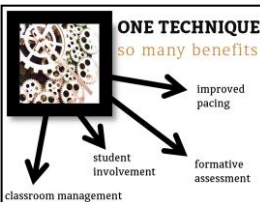


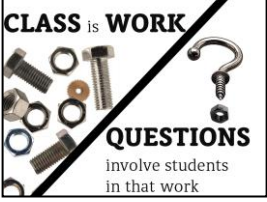
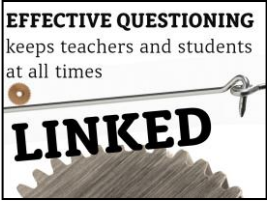
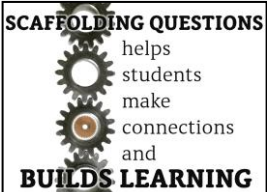
















Questioning: Engaging Students in Class

Objective: The following leader notes and corresponding PowerPoint are provided by the Curriculum and Instruction Department to school leaders as a support in training faculty members on timely and important subjects. Please feel free to use as is, or revise to best fit the needs of your faculty/staff.

<p>1</p> 	
<p>2</p> 	<p>How many of you have ever sat in a meeting or training and found your attention starting to drift? <i>Have teachers stand if the answer is yes.</i> Just as I thought – that’s all of you. I have the same tendency. Thank you – you can sit down now. Here is what happens, you miss a few words and before you know it you find you’ve missed the whole discussion. I know that we are all incredibly fascinating when we present a lesson, but even then, the minds of your students can start to wander.</p> <p>Today we’re going to discuss and practice an instructional strategy you can use to keep your students paying close attention – remember, a student who isn’t paying attention isn’t engaged, isn’t connecting, and isn’t learning. A student who isn’t paying attention isn’t learning. Everybody together say, “A student who isn’t paying attention isn’t learning.” That’s right.</p>
<p>3</p> 	<p>The strategy I’m talking about is questioning. We all learned in our teacher certification programs that there are different types of questions. What we might not have learned is how to actually ask questions in a way that ensures you’ll get students hooked, connected, participating, answering, and thinking. That is, learning.</p>
<p>4</p> 	<p>Good questioning techniques can increase:</p> <ul style="list-style-type: none"> • pacing • student’s involvement in the <i>work</i> of the class <p>It also:</p> <ul style="list-style-type: none"> • facilitates formative assessment • scaffolds learning • differentiates instruction • lets students know you value their responses and opinions • gives you more authority and classroom control <p>Who would have thought one instructional strategy could do all of those things? Let’s talk about each of these . . .</p>
<p>5</p> 	<p>Good questioning techniques can increase pacing by moving the lesson along without waiting for students to raise their hands, deciding who to call on, or waiting awkwardly while a student tries to remember or formulate a response. Teachers who implement best practice questioning will plan, thoughtfully and carefully, the questions they are going to ask and often will even identify which students they will ask to respond.</p>

<p>6</p> 	<p>Think about and respond to the following question: How do you think questioning can increase pacing (or the illusion of time passing) in the classroom? <i>Have teachers share out by raise of hand.</i></p>
<p>7</p> 	<p>Questioning also involves students in the <i>work</i> of the class. Often, we believe that to engage students, we need to do something “fun” or have an exciting activity. Good questioning can get kids involved and engaged . . . in substantial rather than “frilly” learning.</p>
<p>8</p> 	<p>Students become more accountable for their learning when questioning is done right. Because they know they could be called on at any time, students know they <i>have</i> to what _____? (<i>call on teacher by name</i>). Yes, they have to pay attention and be learning and be ready to respond. Students remain connected to the content and linked to the work of the class because the teacher is continually engaging them with questions.</p>
<p>9</p> 	<p>Good questioning begins with asking lower level, more basic questions, and moves up the ladder to more difficult questions which require students to analyze, make connections, and share opinions. This scaffolding through questioning serves as a review for students. As learning builds on prior knowledge things begin to make sense.</p>
<p>10</p> 	<p>Questioning increases the teacher’s ability to differentiate as students who are able to can answer deeper, more complex questions.</p> <p><i>Have teachers think about what they are teaching tomorrow. After identifying one concept, have them create three levels of questioning: basic, intermediate, and advanced. Ask them to think about the students in their classroom and identify a student to respond to each of the questions. Have teachers give responses by saying the following:</i></p> <p>Now we’re going to share our responses. I will call your name and ask you to state the concept, the level of question, and the question itself. Ready, begin. _____, concept, level, question. (teacher name)</p> <p><i>Have several teachers respond – maintain a rapid pace.</i></p>
<p>11</p> 	<p>A class is rather like a mystery box . . . in any classroom every student is at a slightly different place in their learning at any given time. Questions help the teacher know WHO is WHERE. A teacher’s ability to formatively assess student learning is enhanced through questioning. Teachers can call on individual students, or the class as a whole, to see who is “getting it”, who is not, and where the focus of re-teaching needs to be.</p>

<p>12</p> <p>students' answers are their POSITIVE CONTRIBUTION</p> 	<p>Good questioning strategies encourage all students to answer questions. When planned in a thoughtful, purposeful manner, questioning can help students know you recognize and value their contributions and opinions. Some students can get lost in a classroom, particularly those who may be shy or struggling, and these students are least likely to get called upon or contribute without a system that requires participation in a non-threatening way.</p> <p><i>Have teachers think about which students they call on most and which students they need to purposefully plan questions for in order to increase involvement. Ask them to hold up the number of fingers that represent the number of students they need to purposefully involve through questioning.</i></p>
<p>13</p> 	<p>We've talked about several way questioning can impact teaching and learning. But there is one more that you may not have even thought of. Questioning, when done correctly, can increase classroom management. The teacher is in charge of what questions are asked, how fast they're asked, and who is answering them. Good questioning also eliminates the chaos that can occur when students call out and keeps the would-be daydreamers awake.</p>
<p>14</p> 	<p>Cold Call questioning is a technique discussed in Chapter 4 of <i>Teach Like a Champion</i> by Doug Lemov. He suggests this is the “most powerful” technique in the whole book. I'd like you to watch this video of Davis School District Teacher, Kate Hall, implementing Cold Call. Think about how you could use this technique in your classroom and keep an eye out for the following:</p> <ol style="list-style-type: none"> 1. Questions being asked of students in “rapid fire succession.” 2. The teacher calling on students whether they have their hand raised or not. 3. Questions progressing with increasing difficulty.
<p>15</p> 	<p>Show video short demonstration, Questioning: Cold Call.</p> <p>Distribute the participant handout at this time.</p>
<p>16</p> 	<p><i>Give teachers a minute to write down their thoughts about the following question: “How does this technique increase student learning?” Have teachers respond by raise of hand.</i></p>
<p>17</p> 	<p>Here are some tips for you to remember when implementing Cold Call questioning in your classroom:</p> <ul style="list-style-type: none"> • Make it predictable – do it every day. Students will know they need to be paying attention <u>all the time</u> because they may be called on at <u>any time</u>. • Make it systematic – everyone will be asked a question sooner or later. Remember to ask questions of students in different parts of the room and at different ability levels. How can you keep track of which students have been called on to ensure every student has a chance to respond or share? <i>Have teachers share.</i> • Keep it positive – good questioning should not be a “gotcha” for not paying attention. Rather, it should be a motivator to <i>always</i> pay attention. So, <ul style="list-style-type: none"> ✓ Keep questions based on the substance of the lesson. ✓ Plan in advance – know what you're going to ask and know what the anticipated response should be.

<p>18</p> 	<ul style="list-style-type: none"> In general, you should identify who is going to answer the question after you ask the question. For example, you might say, “How can we implement questioning in a way that keeps all students involved, Mary?” The benefit of stating the student’s name following the question is that <i>all</i> students are thinking of, or formulating, an answer; therefore, <i>all</i> students are engaged. <p>Occasionally, you may want to identify a respondent prior to asking a question. For example, you may want to give a struggling student a little time to prepare a response; however, if you always identify the student first, the rest of the class may tune out because they know you aren’t directing the question at them. The goal is to keep everyone thinking about what their response would be – in other words, you want to keep everyone learning, all the time.</p>
<p>19</p> 	<ul style="list-style-type: none"> You can increase the energy level of the class, and increase pacing and engagement, by alternating whole class response questions with individual responses. It may take a little practice and skill on the part of the teacher to implement this back and forth type of questioning without creating chaos. If teachers preface the question with, “Class, what is . . . ?” or “Tom, where is . . . ?” they can more easily move back and forth from large group to individual questions. Teachers can also move from “hands up” to “hands down” questions in much the same manner. Just remember to: <ul style="list-style-type: none"> ✓ Tell the students when you are moving from one type of questioning to another. (This enables the teacher to maintain control and minimizes call out responses.) ✓ Save the tougher questions for “hands up” questioning.
<p>20</p> 	<p><i>Think-Pair-Share: Have teachers work in pairs to identify what they think are the three big ideas on questioning. Have them share out by moving from “hands up” to “hands down” questioning. For example, you may want to say, “Who would like to share what they think one of the big ideas from today’s presentation might be?” Then move to, “John and Mary, what big idea did you come up with?”</i></p>
<p>21</p> 	<p><i>Tell teachers that you have modeled several questioning strategies in today’s presentation. Ask them if they can identify any.</i></p> <p><i>Have teachers take a moment to reflect and think about what questioning strategies they would like to implement in their classrooms and, specifically, what they could incorporate in their next lesson. Encourage them to share.</i></p> <p><i>Conclude by sharing your thoughts on how questioning can enhance student learning.</i></p>
	<p>Lemov, D. (2010). <i>Teach Like a Champion</i>. San Francisco: Jossey-Bass.</p>
<p>Extended Learning</p> 	<p>This section provides additional learning activities to use with your faculty as needed.</p> <ul style="list-style-type: none"> Chapter Four in <i>Teach Like a Champion</i> is full of information, scripts that your faculty could use role play, and several video clips focusing on questioning techniques for teachers to review and discuss. Ask teachers to brainstorm methods of systematically selecting respondents so all students are involved.