TEAM Video Library

Questioning

Summer 2023

BEST **FOR** ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Questioning

Questioning

The key to this indicator is the teacher's ability to ask a variety of question types and the teacher's ability to guide students' responses to questions. The descriptors could be categorized as procedural or content.

Teachers are effective in Questioning when they ask a variety of high-quality question types which should include different levels of thinking.

- Knowledge and comprehension
- Application and analysis
- Creation and evaluation

Evaluator Expectations

In the pre-conference, ask, "*How did plan to include the different question types in your lesson?*"

To score this indicator, the observer will need to look for:

- the procedures of how the teacher asked questions,
- what types of questions were asked, and
- how the students responded.

This indicator aligns strongly to *Motivating Students, Teacher Content Knowledge*, and *Activities and Materials.*

Questioning Descriptors

Procedural		Content	
Descriptor	**Implementation**	**Descriptor**	**Implementation**
Frequency of questions asked	The teacher is asking questions throughout the lesson to keep students thinking and engaged in their learning. It's not the number of questions, but rather the structure of when the questions are asked.	**Teacher questions are varied and high quality**	Questions are varied and high quality when teachers incorporate different levels of thinking needed for students to respond.
Wait time provided	This is the time teachers give to students to think before responding to higher-order questions.	**Questions require students to cite evidence**	Students should expand on their response to explain how they know the answer to the question.
Calls on Volunteers and non-volunteers	This is an intentional procedure to have all students prepared to answer. It also gives the teacher a more comprehensive view of students' understanding of the lesson.	**Questions are consistently purposeful and coherent**	The teacher has intentionally planned a sequence of questions that build in difficulty/higher order thinking as the lesson progresses to move students toward mastery of the objective.
Questions require active responses	The teacher develops a variety of ways to keep students actively answering questions. This is procedure could look like whole class signaling, choral responses, or group and individual answers.	**Questions are sequenced with attention to instructional goals**	The questions are planned in an order that scaffolds the students' understanding and learning of the daily objectives.
		Questions are text based	When a text is used, the questions are related to the text.
		Students generate questions that lead to further inquiry and self-directed learning	When students generate their own questions, they are demonstrating their own understanding.
		Questions assess and advance student understanding	The questions are planned to gauge levels of student understanding and how to guide them to further their thinking.

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Capture example(s) of procedural questioning descriptors as you watch this video.

Sheron Smith, Cleveland City Schools
2021-22 East Grand Division Tennessee Teacher of the Year

Share out example(s) you saw of procedural questioning descriptors in the video.

Example(s) of procedural questioning descriptors in the video:

- The teacher gave sufficient wait time to think about the answer.
- It is clear the teacher developed procedures for answering questions during class discussion.
  - Students raised their hand vs. calling out.
  - Students were comfortable with the wait time.

Capture example(s) of content related descriptors as you watch this video.
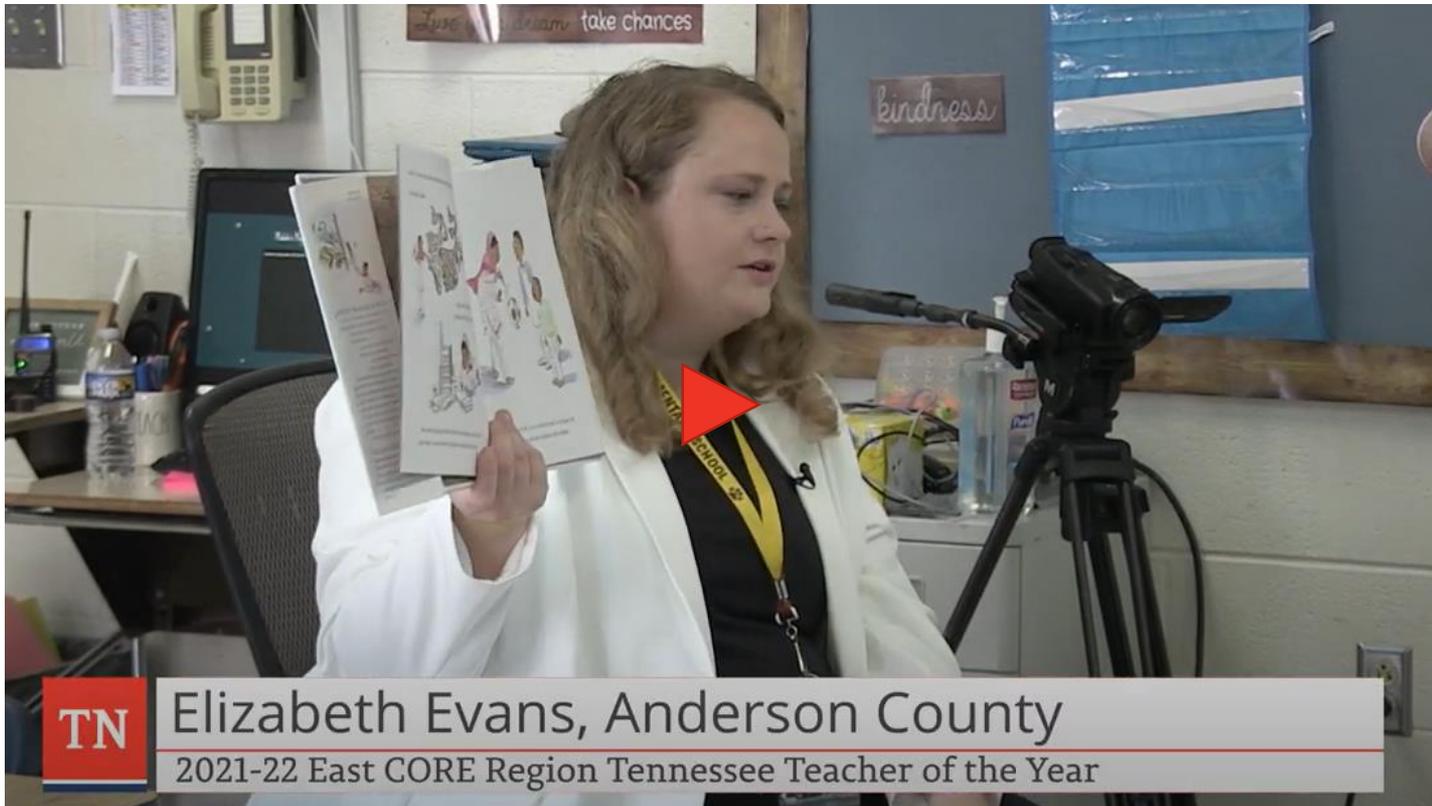
Elizabeth Evans, Anderson County
2021-22 East CORE Region Tennessee Teacher of the Year

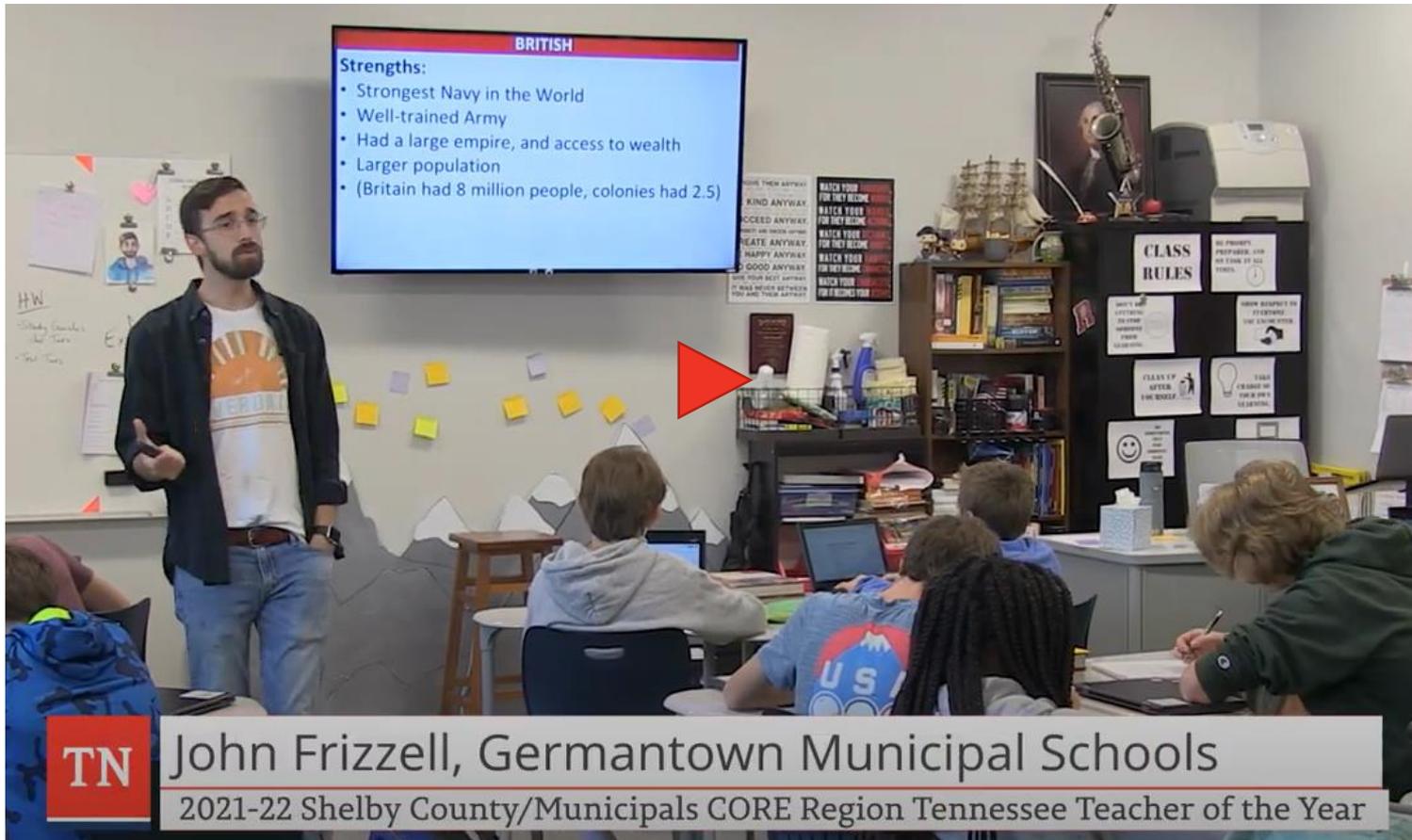# Share out example(s) you saw of content-related descriptors in the video.

Example(s) of content-related descriptors in the video:

- The teacher asked questions to assess student understanding and comprehension of the story.
- The questions were text based and required students to cite evidence from the text.
- The questions lead students to analyze and think about "why."

Capture example(s) of content-related descriptors as you watch this video.

Share out example(s) you saw of content-related descriptors in the video.

Example(s) of content-related descriptors in the video:

The teacher asked questions to push students for deeper understanding of the content.

- He did not just accept the first answer; he asked a follow-up question to guide them to better understand the content.

Capture example(s) of content-related descriptors as you watch this video.

Morgan Rankin, Johnson City Schools
2021-2022 Tennessee Teacher of the Year

Share out example(s) you saw of content-related descriptors in the video.

Example(s) of content-related descriptors in the video:

- The teacher asked questions to assess and to advance student understanding.
- Questions were focused to meet the instructional goals.

Capture example(s) of content-related descriptors as you watch this video.

Robert Sparks, Jackson-Madison County Schools
2022-23 West Tennessee Grand Division, Tennessee Teacher of the Year

Share out example(s) you saw of content-related descriptors in the video.

Example(s) of content-related descriptors in the video:

- The teacher's questions were text based.
- The questions required students to cite evidence throughout the lesson.
- A high frequency of questions were asked to keep students thinking and engaged in the lesson.
- The questions were prepared to assess and then advance student understanding of the text.

Culminating Activity

Follow the QR code or the link below to access the form for the culminating activity.

https://stateoftennessee.formstack.com/forms/team_rubric_video_library

Please use the form to reflect on today's learning and provide feedback about this resource.

QR Code

Thank You!

Email questions to TEAM.Questions@tn.gov

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