

Danielson Focused Learning Walks

Date:

Observer:

Domain 3: Instruction

3b: Using Questioning and Discussion Techniques

Elements	Critical Attributes
<p>a. some low-level questions ; questions designed to promote thinking and understanding.</p> <p>b. creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate</p> <p>c. engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>a. open-ended questions, inviting students to think and/or offer multiple possible answers</p> <p>b. effective use of wait time.</p> <p>c. effectively builds on student responses to questions.</p> <p>d. Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>e. teacher calls on most students, even those who don't initially volunteer.</p> <p>f. Many students actively engage in the discussion.</p>
<p>Not Observable Clearly Observable</p> <p>○ ————— ○ ————— ○ ————— ○</p> <p>Subject:</p> <p>Grade:</p>	

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Reflection

Using Questioning and Discussion Techniques could have been more clearly observable if...

What will I do differently in my own practice to communicate with students?

When will I implement the change?

What colleague(s) will I share my commitment and outcomes with?

Unsatisfactory

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

Basic

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

Proficient

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Distinguished

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.