

Improving Discussion, Questioning, and Student Engagement

New Jersey Department of Education: Office of Evaluation
Summer 2014

Objectives

- Identify and apply discussion and questioning techniques in practice
- Recognize and integrate strategies for increasing student engagement in practice
- Self-assess and develop action steps for implementation

Agenda

- Welcome and introductions
- Overview of questioning and discussion techniques
- Questioning activity and debrief
- Break
- Overview of student engagement techniques
- Student engagement activity and debrief
- Reminder of [AchieveNJ](#) resources and materials

Norms and Materials

Norms

- Be engaged, attentive, and respectful

Materials

- Utilize the supporting materials
 - Keep p. 9 handy throughout the session
 - Electronic versions of all materials are available on the [AchieveNJ](#) website

Why Questioning and Discussion?

Engaging students in higher order questioning and discussion:

1

- Is a fundamental part of teaching and learning

2

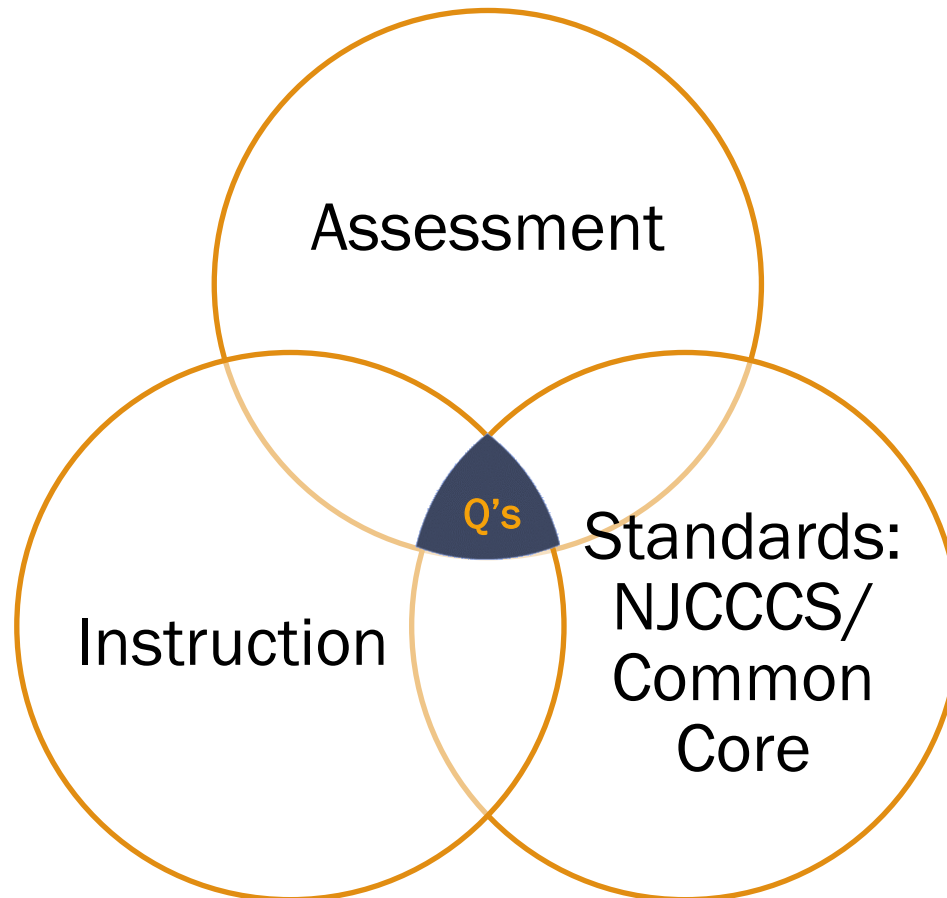
- Allows students to engage with complex concepts

3

- Further refines students' abilities to solve problems and think critically

Questioning Connects

Effective questioning allows educators to connect the main elements of their practice.



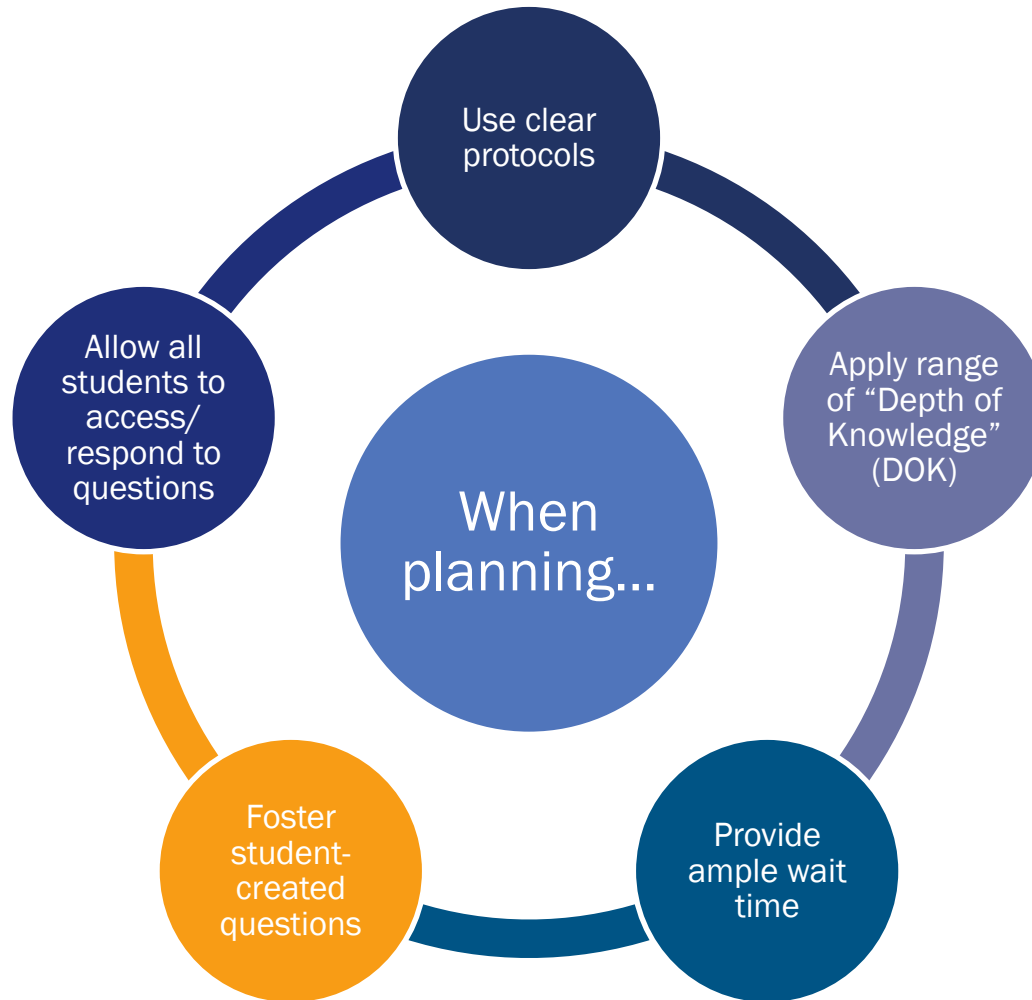
Questioning and Discussion in Observations

Questioning and discussion are essential elements of all state-approved teacher practice instruments.

Danielson	Marshall	Marzano	McREL	Stronge
3b	A-c,d,g C-c,g,h D-c	Domain 1: DQ 2,3,4,5	Standard IV	Performance Standard 2,3,4

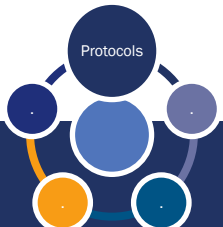
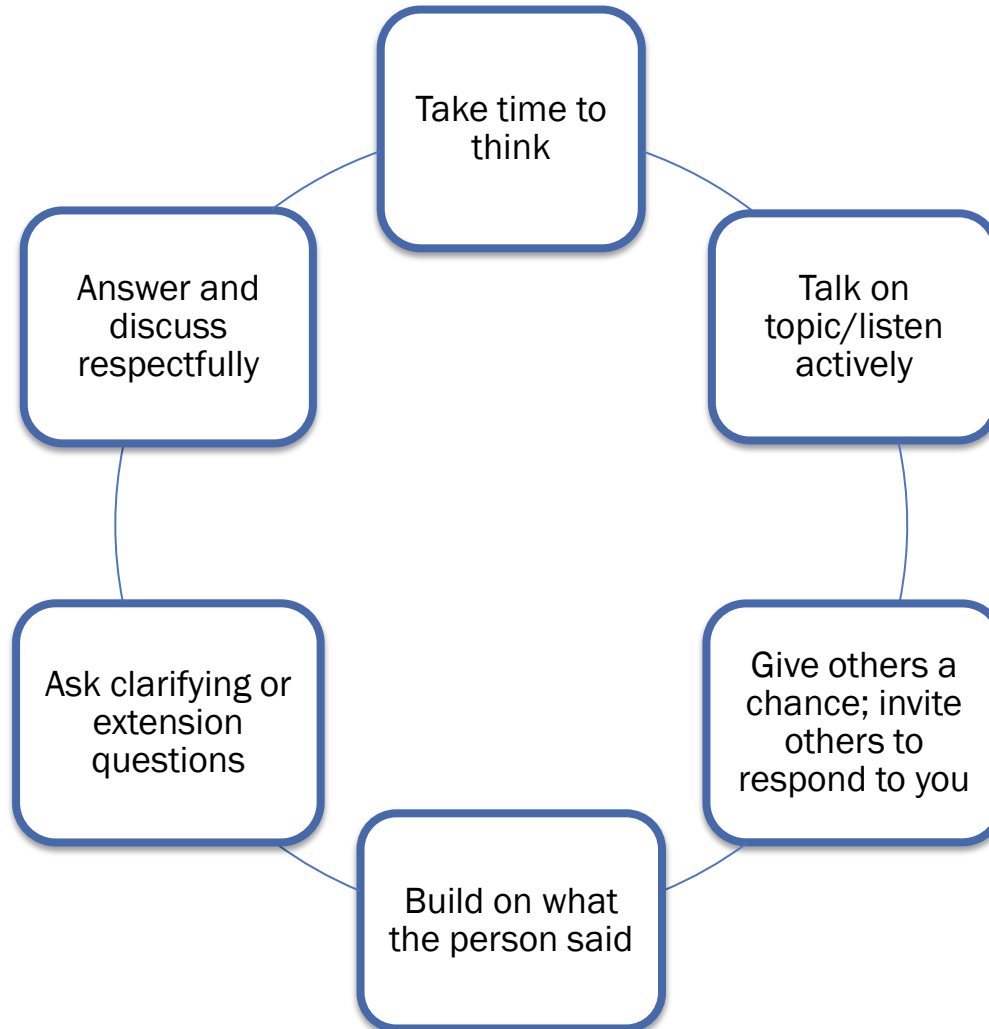
This crosswalk includes the most commonly selected (but not all) NJDOE-approved instruments.

Keys for Questioning



Use Clear Protocols

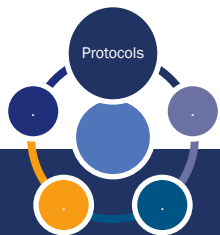
Clear protocols have explicit steps to assure the right outcomes. This protocol is one approach.



Classroom Questioning and Discussion Protocol Activity

Instructions

- Watch the video “[Analyzing Text as a Group Lesson](#)”
- Complete the worksheet. (p. 1)
- Indicate evidence of a clear classroom protocol in Ms. Brewer’s classroom.
 - How does Ms. Brewer apply her protocol for questioning and discussion effectively?
- Think-Pair-Share
 - As the pairs share, infuse some of the protocol components. (p. 9)
(e.g. Ask clarifying or extension questions, build on what the person said)



Apply Range of “Depth of Knowledge”

What is it?

- The span of cognitive rigor that aligns to what students are expected to know and do as stated in the state standards

Why is it?

- Students are asked to access information at different cognitive levels

What does it accomplish?

- Ensures that the level of student demonstration matches the required rigor of the standards



Activity: Think-Square-Share

Instructions

- Convene in groups of 4.
- Select which Depth of Knowledge Level each person will be examining. (pp. 2-3)
- Take 5 minutes to carefully read and comprehend your DOK Level.
- Watch the Video: “[Developing Higher Level Understanding Through Questioning](#)”
 - Indicate on your worksheet when you see evidence of your DOK level in the video.
- Discuss your findings with those around you.
- As a group, rank the DOK levels according to how present they were in the video (1-4 with 1 being the highest). (p. 4)
- Provide a rationale for your analysis.
- Report out to the whole group using the protocol. (p. 9)



Provide Ample Wait Time

[Strategy Video: Wait Time 1 & 2](#)



Foster Student-Created Questions

Support for student-created questions. . .

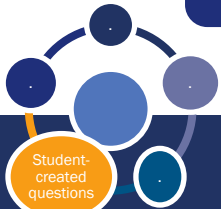
Fosters academic independence

Invites students to seek clarifications

Allows students to stretch their range of complexity

Enables students to make substantive contributions to collaborative groups

Serves as an informal assessment lever



Resources for Student-Created Questions

Instructions

- Watch how Ms. Francisco utilizes resources to enable her students to create higher order questions:
- [Developing Better Questions Video](#)

Ms. Francisco's Resources:
[Bloom's Taxonomy Verb Starters](#)
[Costa's Levels of Questioning](#)
[The Frayer Model](#)



Allow All Students to Access/Respond to Questions



Sample Strategies that Allow All Students to Participate:

- Turn and Talk
- Think-Pair-Share
 - Think-Pair-Square
 - Think-Square-Share
- Voting
- Ranking
 - (see pg. #24)
- Slate/Whiteboard answers



Review-Revisit-Respond

Review your notes
from the videos

Revisit the keys for
questioning

Respond: How are
the key components
intertwined?

Use The Sticky-Notes to write your answer
as an exit-ticket to your break. 😊



**10-Minute
BREAK**

Why Student Engagement?

The engaged student:

- 1 • Earns higher grades
- 2 • Persists on tasks
- 3 • Can set and meet personal goals
- 4 • Expects success
- 5 • Reports a greater sense of belonging
- 6 • Values educational outcomes

(Christenson, et al., 2008; National Research Council, 2004)

Observation Instrument Crosswalk

Student engagement is an essential element of all state-approved teacher practice instruments.

Danielson	Marshall	Marzano	McREL	Stronge
3c	A.G C.G	DQ: 5	Standard IV	Performance Standard 3

This crosswalk includes the most commonly selected (but not all) NJDOE-approved instruments.

Keys to Student Engagement

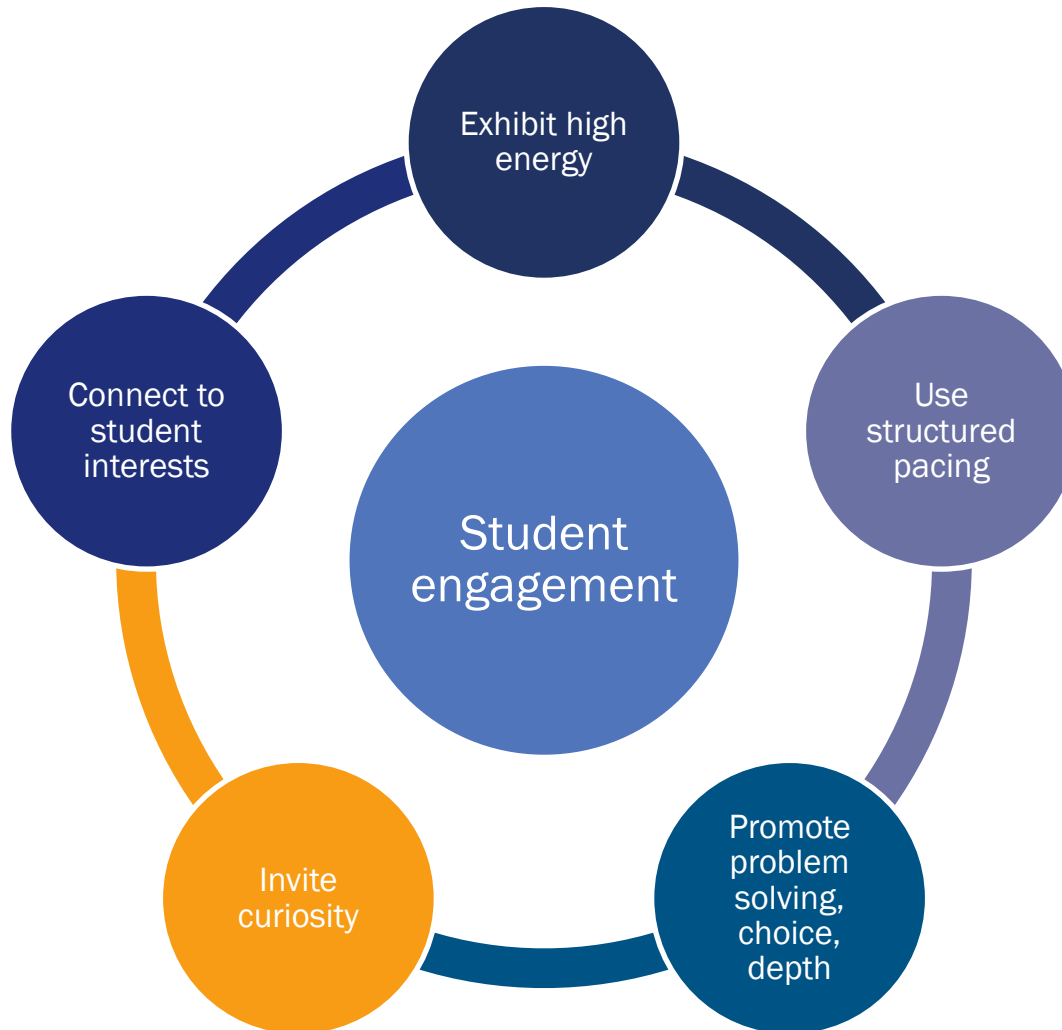
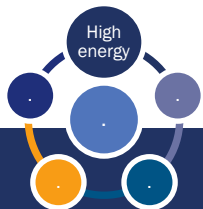


Exhibit High Energy for Student Engagement

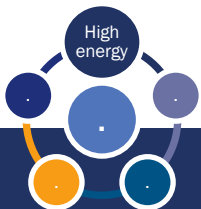
High energy tools	Ideas to implement
Enthusiasm about material	<ul style="list-style-type: none">•Revise units of study that are least interesting to you or students•Problematize the content to have students uncover and discover instead of “covering”
Movement to lift energy and deepen understanding	<ul style="list-style-type: none">•Foster opportunities for movement in the classroom•Utilize movement/ proximity to demonstrate enthusiasm and management
Verbal and non-verbal signs to reinforce attention and energy	<ul style="list-style-type: none">•Differentiate vocal intonation and inflection•Hand signals to check for understanding or reinforcement



Think-Square-Share: High Energy

Instructions

- Turn to your group
 - The 4-person square from earlier
- Discuss additional ways to activate and demonstrate high energy in classrooms
- Share with the whole group while integrating the elements of the questioning and discussion protocol. (p. 9)
 - (e.g. Ask clarifying or extension questions, build on what the person said)



Use Structured Pacing

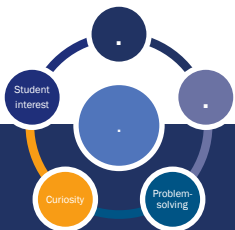
Strategies for structured pacing	
Create a sense of urgency	<ul style="list-style-type: none">•Use a timer•Plan visual or verbal cues
Make goals clear	<ul style="list-style-type: none">•Post goals and objectives•Check for understanding
Plan smooth transitions	<ul style="list-style-type: none">•<u>Choreograph your classroom</u>•<u>Manage transitions</u>
Have materials ready	<ul style="list-style-type: none">•Establish a routine pattern for where consistent resources are located•Pre-set unique resources needed for a specific lesson
Present instructions visually	<ul style="list-style-type: none">•Utilize board space to prominently post instructions•Reinforce instructions on handouts
Check for understanding	<ul style="list-style-type: none">•Cup Strategy•Thumbs-up, down, side



Activity: Connecting to Questioning

Instructions

- Turn and Talk - Discuss the following prompt with your partner:
 - How do the following components of student engagement connect with effective questioning?
 - Promote problem solving, choice, depth
 - Invite curiosity
 - Connects to student interest
- Report out
 - As the pairs share, infuse some of the protocol components. (p. 9)
(e.g. Ask clarifying or extension questions, build on what the person said)



Activity: Student Engagement

Instructions:

- Watch the video “[Writing Recipe in an ELL Class](#)”.
- Record evidence that shows use of the keys to student engagement. (p. 5)
- Think-Pair-Share – Which keys to student engagement were the most prevalent?
- Report to the whole group while integrating the elements of the questioning and discussion protocol. (p. 9)
 - (e.g. Ask clarifying or extension questions, build on what the person said)



Activity: Student Engagement

Instructions:

- Watch the Video “[Visualizing Number Combinations](#)”.
- Record evidence that shows use of the keys to student engagement. (p. 6)
- Think-Pair-Share – Which keys to student engagement are most prevalent?
- Report to the whole group while integrating the elements of the questioning and discussion protocol.



Activity: Compare/Contrast

Instructions:

- Think-Square-Share
- Convene into a group of 4.
- Compare and contrast the keys to student engagement between the 2 videos. (p. 7)
- How do the teachers use similar and different approaches to foster student engagement?
- Report to the whole group while integrating the elements of the questioning and discussion protocol. (p. 9)
- BONUS QUESTION: Where does the complete student engagement activity connect with the Depth of Knowledge wheel?



Self-Assessment/ Action Steps

Instructions:

- Individually complete the Self-Assessment. (p. 8)
- For elements indicated as strengths, include specific action steps regarding how you could help others improve.
- For elements indicated as weaknesses, include specific action steps in how you could help yourself improve.



SGO 2.0: From Compliance to Quality

Check out the AchieveNJ website for

- Updated Guidance
- SGO Exemplars
- Training Modules
- <http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

In-person SGO 2.0 workshops will resume in late summer and early fall.

- <http://www.state.nj.us/education/AchieveNJ/resources/events.shtml>

AchieveNJ Resources

Website resources most relevant to teachers include:

- Main website: <http://www.nj.gov/education/AchieveNJ/>
- Teacher evaluation page: <http://www.nj.gov/education/AchieveNJ/teacher/>
- SGO Page: <http://www.nj.gov/education/AchieveNJ/teacher/objectives.shtml>
- SGP Page <http://www.nj.gov/education/AchieveNJ/teacher/percentile.shtml>
- Resource Library: <http://www.nj.gov/education/AchieveNJ/resources/>

Please visit our website periodically. New resources are added monthly.

Thank You!

Questions or Feedback?

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