

Standard 3: Instruction
Component 3.2: Using Questioning and Discussion Techniques

Skillful teachers use questions and discussion to promote student participation and learning. (Danielson's FFT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
<p><i>3.2.a</i> <i>Quality of Questions</i> <i>RIPTS 5,8</i></p>	<p>Teacher's questions require only low cognitive challenge and single or limited responses.</p>	<p>Teacher's questions are appropriate to the content although they cover only a limited range of skills and knowledge. Only some of the questions are constructed to include higher order thinking and engage students in further discussion.</p>	<p>Teacher's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking and engage students in further discussion.</p>	<p>Teacher's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking and engage students in further discussion. Students formulate many of their own questions to advance their understanding.</p>
<p><i>3.2.b</i> <i>Delivery Techniques</i> <i>RIPTS 5,8</i></p>	<p>Questions are not delivered in manners that require students to engage cognitively or to prepare responses. Questions may be asked in rapid succession without appropriate wait time.</p>	<p>Questions are not consistently delivered using techniques that require students to engage cognitively and prepare to respond to the question.</p>	<p>Questions are delivered using techniques that require students to engage cognitively and prepare to respond to the question.</p>	<p>Questions are delivered using techniques that require students to engage cognitively and prepare to respond to the question, and promote student-to-student interaction and dialogue.</p>
<p><i>3.2.c</i> <i>Discussion Techniques</i> <i>RIPTS 5,8</i></p>	<p>The teacher and/or a few students dominate the discussion.</p>	<p>Teacher makes some attempt to engage students in an authentic discussion with uneven results.</p>	<p>Teacher creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate.</p>	<p>Teacher functions as facilitator and uses instructional and questioning techniques that engage all students in the discussion. Students actively ensure that all voices and ideas are heard in the discussion.</p>