

Video Notes for Component 3b: *Questioning and Using Discussion Techniques* (*Effective: Proficient*)

Materials:

- **Video link:** <https://www.teachingchannel.org/videos/visualizing-number-combinations>
- **Video transcript:** Found [here](#) under *Supporting Materials* headline on bottom right side of page

Overview:

Effective questioning is instrumental in helping all students succeed. Not only does questioning help teachers assess the extent to which students understand the lesson’s content in order to adjust instruction accordingly, but high level questions also help students engage in productive learning that will prepare them to be college and career ready.

In order to meet the rigorous Common Core standards, teachers must use effective questioning and discussion strategies to deepen student understanding of content, encourage students to make connections among concepts and develop new insights about complex material. Component 3b: *Questioning and Using Discussion Techniques* in the [Louisiana Compass Teacher Rubric](#) describes the key indicators of this practice, which include:

- The teacher asks questions that challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition;
- Students initiate higher-order thinking questions and other contributions to the conversation; and
- Students ensure that other voices are heard in the discussion.

The early childhood teacher in this Teaching Channel © video demonstrates *Effective: Proficient*, Common Core-aligned instruction under this component. Examples of key evidence from the video, aligned to language in the Compass Teacher Rubric, are provided below to substantiate this rating.

Common Core Connection:

The Kindergarten standards K.OA.1 and K.OA.3 are highlighted in this video through the use of the strategy the early childhood teacher calls “Quick Images.” This strategy allows students to demonstrate understanding of the decomposition of numbers through 10 (K.OA.3). While the video focuses only on the decomposition of eight in different ways, this strategy can be extended to all sums through ten. Students are also using explanations to represent addition situations (K.OA.1) as they explain to the early childhood teacher how they “see” the number eight. This is also an effective use of this strategy to demonstrate the students’ ability to subitize sets of numbers.

Rubric Indicators and Rationale Used to Determine Ratings:

Indicators	Evidence and Rationale
Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.	<ul style="list-style-type: none"> • “Can you tell me how you saw eight?” and “So I don’t want to know anymore how many there are. I want to know how you see them.” • The teacher asks students questions that advance high level thinking. By inviting students to reflect not just on the number they saw but also on how they saw the number, students are able to see that there are different ways to visual number combinations.
The teacher makes effective use of wait time.	<ul style="list-style-type: none"> • While the majority of questions Ms. Latimer asks receive a quick response from the student called upon, she allows ample time for students to respond to questions, ranging from two to five seconds.
The teacher builds on using student responses to questions effectively.	<ul style="list-style-type: none"> • “He said it’s still going to be eight... So I don’t want to know anymore how many there are. I want to know how you see them.” and “Can someone tell me what Jailin just said.”

	<p><i>Lora Jean, what did he say?" and "Can you come up and do that for me real quick so we know what you mean?"</i></p> <p>Once a student notes that the total number of magnets will always be eight, the teacher acknowledges the comment, engages the rest of the group in confirming the number, and then shifts her line of questioning to ask how they see the eight magnets. She also invites students to build on each other's responses by rephrasing comments in their own words and builds on a student's response about counting by 2s by encouraging him to demonstrate his thought process in front of the whole class.</p>
The teacher calls on most students, even those who don't initially volunteer.	<ul style="list-style-type: none"> • Within the clip of this video, we see Ms. Latimer engage 13 of 21 students in the discussion.
Many students actively engage in the discussion.	<ul style="list-style-type: none"> • <i>"You're going to give me a thumb right here if you have an idea how many you saw and then I might ask you how you saw it."</i> <p>While we don't hear from all students in this clip, we know that all students are actively engaged by using their thumbs to show Ms. Latimer how many numbers they counted.</p>

Additional Rationale and Development Strategies:

This teacher is rated *Effective: Proficient* and not *Highly Effective* on component 3b: *Questioning and Using Discussion Techniques* because there was not enough evidence of:

- Students being empowered to ask questions, contribute new ideas and hear diverse voices with minimal teacher intervention.

However, this teacher could easily move to the *Highly Effective* level on 3b using some of the strategies listed below. Please note that these development strategies are not an exhaustive list but are suggestions of focused actions this teacher could take to increase the level of student-led questioning in the lesson.

<i>Highly Effective</i> Indicators	Evidence and Rationale	Development Strategy
Students initiate higher-order questions.	<ul style="list-style-type: none"> • While the teacher initiated high-level questions as noted above, she could have allowed more opportunity for students to pose questions to their peers and reflect on their learning. 	<ul style="list-style-type: none"> • Students could have a paired or small group discussion at the end of the lesson to summarize the different ways to count to eight and begin thinking about how this lesson could connect to addition and subtraction.
Students extend the discussion, enriching it. <i>and</i> Students invite comments from their classmates during a discussion.	<ul style="list-style-type: none"> • While the teacher invites students to build on each other's responses by rephrasing comments in their own words, she could do more to engage students in discussion about how they saw the number combinations without ongoing teacher mediation. 	<ul style="list-style-type: none"> • After practicing one combination as a whole group, the teacher could have students do a turn-and-talk to engage in paired discussion so that students could hear from their peers and help ensure more student voices are heard.