



# Friday Focus

## CARTER COUNTY SCHOOLS

### Calendar of Events:

- Sept. 26 5-4 Academy
- Oct. 2 District PD Day
- Oct 7-10 East Middle and High Academy
- Oct 9 Preschool/ Elementary Sp Ed Academy
- Oct 10 K-1 Academy
- Oct 14 Elementary Reading Festival
- Oct 16 West Middle and High Academy
- Oct. 26 5/4 Academy

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#### [Comprehension Strategies - Making connections, questioning, inferring, determining](#)

#### [Questioning Bookmarks](#)

#### [25 Mini Lessons for Asking Questions](#)

#### [Think Aloud Questioning Example](#)

#### [Carter County Teachers Connect Blog \(High Level Questioning Poster\)](#)

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## Questioning Our Questioning Strategies

Teachers typically spend anywhere from 35 to 50 percent of their instructional time asking questions. With so much time being dedicated to questioning students, we must determine whether or not the questions we pose are actually raising achievement.

Unfortunately, there are several **common errors** that teachers make when they employ questioning in their classrooms. Examine this list and see which ones might apply to you...Be honest!

- Asking too many trivial or irrelevant questions.
- Asking a question and answering it yourself.
- Simplifying the question when students don't immediately respond.

- Asking questions of only the most able or likeable students.
- Asking several questions at once.
- Asking only closed questions that allow one right/wrong possible answer.
- Asking 'guess what is in my head' questions, where you know the answer you want to hear and you ignore or reject answers that are different.
- Judging every student response with 'well done', 'nearly there' or 'not quite'. 'Well done' can discourage alternative ideas being offered.
- Not giving students time to think or discuss before responding.
- Ignoring incorrect answers and moving on.

Bad habits are hard to break...but change is not impossible! Here's a suggestion: Grab a clipboard and list some effective questions for your lesson so that you can carry them with you around the classroom. If you start to practice ineffective questioning—bite your tongue and start over! The links we have provided are full of resources for different levels and subject areas. When it is time to ask your students a question, go to the list and start reforming your questioning techniques.



### The Value of Quality Questioning in a Successful Classroom

"It's not your father's (or mother's) classroom anymore! The demands of our global society require a different type of teaching and learning, and nowhere is the needed change more evident than in the expanded role of classroom questioning. In the not-too-distant past, traditional teachers asked questions primarily to find out what students knew—usually, to evaluate whether students had committed to memory what was expected. And as most of us know from firsthand experience, teachers routinely called on one student at a time, expecting other students to observe quietly and wait for their turns. Typically, if a student did not answer correctly, the teacher called on another student, then another, until a "star pupil" (or sometimes the teacher) produced the expected response.

While some remnants of this practice remain, today's teachers know that this one-dimensional model does not tap the power and potential of quality questioning. Quality questioning is not a simple tool for extracting memorized information. Rather, it is a dynamic process through which a teacher intentionally engages students in both cognitive and metacognitive operations. The intended outcomes of such engagement are to help students with the following:

- Focus their thinking on specified content knowledge
  - Use cognitive processing strategies to develop deep understandings and long-term retention of content
  - Ask academic questions to clarify or extend understandings
  - Monitor progress toward learning targets through self-assessment and use of formative feedback
  - Develop personal response-ability by using structural supports for thinking
  - Contribute positively to the creation of a classroom learning community in which thinking is valued "
- Thinking Through Quality Questioning Deepening Student Engagement by Walsh and Sattes