

GUIDING QUESTIONS

Component Three - Instruction

The questions below are suggestions for stems related to each of the criterion of the components. It is not expected that all questions would be asked during a conference. However, it is expected that information about each of the components be sought during the formative process. These questions provide guidance in how to seek clarification and move toward true evidence to record.

3a. Engaging Students in Learning *(not time on task)*

- What evidence of intellectual engagement is present in the classroom?
- Which specific activities and assignments challenged the students to think broadly and deeply solve problems, and/or be involved in non-routine thinking?
- How did the teacher use instructional grouping during the lesson that promoted engagement.
- How did the instructional materials and/or resources used provide for student choice?
- What are some of the adaptations that made the task accessible to all students?

3b. Demonstrating Flexibility and Responsiveness

- How and when did the teacher make adjustments to the lesson in reaction to student needs?
- How did the teacher respond to the questions posed by the students?
- What did the teacher do when the class or individual had difficulty learning the concepts of the lesson?

3c. Communicating Clearly and Accurately

- How did the teacher convey his/her learning expectations to the students?
- Were the students able to explain what they were to achieve to others?
- How did the students demonstrate that they understood the directions and procedures for the tasks assigned?

3d. Using Questioning and Discussion Techniques

- When and how did the teacher use a variety of questions, at various levels, to either direct or facilitate learning?
- When and how did the teacher use cognitive coaching to dig deeper into the thinking process of the students?
- How does the teacher assure that all students participate in the discussion during the class?
- How does the teacher support interactive discussion among the members of the class?

3e. Using Assessment in Instruction

- How does the teacher support the students in understanding the assessment criteria? How are the students involved in setting the criteria?
- How does the teacher use formative assessment during the lesson and how is that information used to inform planning?
- How does the teacher monitor the progress of the individual students in the class and how does that information allow them to meet the needs of the individual students?
- What are some examples of descriptive feedback that the teacher uses orally and on student work? What differences did the feedback make in terms of student performance?
- How does the teacher prepare students to self-assess and monitor their progress? What activities promote the students ability to use the self-assessment, feedback, and monitoring to set goals to improve their work?