

Patterns of Questioning







MODULE AT A GLANCE

MEETING #1: Setting the stage
MEETING #2: Revise, resubmit

OBJECTIVE

Teachers will use a focusing pattern of questioning to help students focus on the question at hand, focus on using what they know, and focus on using relationships.

PREPARATION

-  Watch the video “What Might You Ask?”. Be prepared to stop and start the video as needed for participants to predict what they might ask after each student response. Do the exercise first yourself to help you better identify with teachers' experiences.
-  Remind participants to bring a short video of a questioning segment. Ensure that they have devices on which to watch the segment. Prepare to project/display volunteered segments.
-  Re-watch the video “Focusing and Funneling” as needed.
-  Read “Practice, Practice, Practice” Teacher Page 3.2.
-  Make sure everyone knows the meeting times/locations.
-  For additional examples of focusing and funneling questions, see: <http://bit.ly/FocusvsFunnelCA>.

Note to Leader: Questioning is tied to beliefs

The way we question, the way we teach, is based on our underlying beliefs about teaching and learning. Recognize that just as students are in different places on the landscape of learning, your teachers are in different places on the landscape of teaching. As you facilitate the discussion, don't funnel teachers toward focusing patterns any more than you want teachers to funnel students toward a procedure or answer. Instead, help teachers identify, clarify, and refine their notions about teaching and learning and how that relates to questioning and conferring. Gently, but firmly, push back on assumptions. Encourage teachers to justify the advantages and disadvantages of both questioning patterns. Only when teachers have clarity around what they believe are they in a position for honest change and growth because their choices will match their core beliefs.

VIDEO PRESENTATION

Invite the PLC to watch “What Might You Ask?”.

At the appropriate times, pause the video and ask participants to predict a possible next question. This is not about guessing THE correct/best/only next question. Rather it's an opportunity for teachers to weigh their choices against Holly's. The questions Holly uses are meant to be an example out of many possible fine questions in a pattern of focusing.

Ask: *What do you think the student needs to focus on at this point? The question, what they know, a relationship?*

Ask: *What might you say next to help the student focus? Why? How might it help?*

Ask: *What do you think about Holly's question? Why?*

VIDEO STUDY

*Invite the PLC to analyze the video segment of their teaching. As participants watch their segment, they transcribe the questioning sequence, recording what they asked and how students responded. They can choose to analyze as they go or wait until they have scripted the whole sequence. Have them analyze the **pattern of questioning**. Participants might work alone or as partners. Ask them to consider these questions:*

Ask: *What questions did you ask? How did you respond to students?*

Patterns of Questioning

Ask: Did the sequence of questioning resemble more of a funneling or focusing pattern? How? Remember that it's more about the **pattern of questioning** rather than individual questions.

Ask: Is anyone willing to show us part of a questioning sequence for us to discuss? Perhaps you might suggest a particularly interesting exchange in your partner's video?

Ask: Did you find any examples of questions that could be in either a focusing or funneling sequence of questions, it just depends on where and how it is in the sequence?

Ask: What question(s) do you wish you would have asked?

Ask: What questions do you have about patterns of questioning? What are you mulling over?

READING ASSIGNMENT

Invite the PLC to read "Practice, Practice, Practice" Teacher Page 3.2. Ask participants to highlight either something that is meaningful for them or something they have a question about or would like to discuss.

Ask: What did you highlight and why?

Ask: The *Effective Mathematics Teaching Practice* that is quoted about posing purposeful questions has been linked to at least three student Math Practice Standards: Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, and Construct viable arguments and critique the reasoning of others. How can our pattern of purposeful focusing questions help students develop these three mathematical habits of mind?

DISCUSSION GUIDE

Lead a discussion with the PLC.

Ask: What is your key takeaway from this module?

Ask: What challenges do you anticipate as you refine your pattern of questioning? How can we as a community help each other?

TURNAROUND TASK

Refine Your Questioning Pattern

Make a plan for how you will refine your questioning pattern. Choose a specific topic and sketch out a possible set of questions. Given time, role play with a partner.

Help participants decide how they will implement their plan and how they will check in with each other to discuss how it went. Plan to debrief briefly at your next PLC meeting.