

Training Module 6 Extended Practice KEY

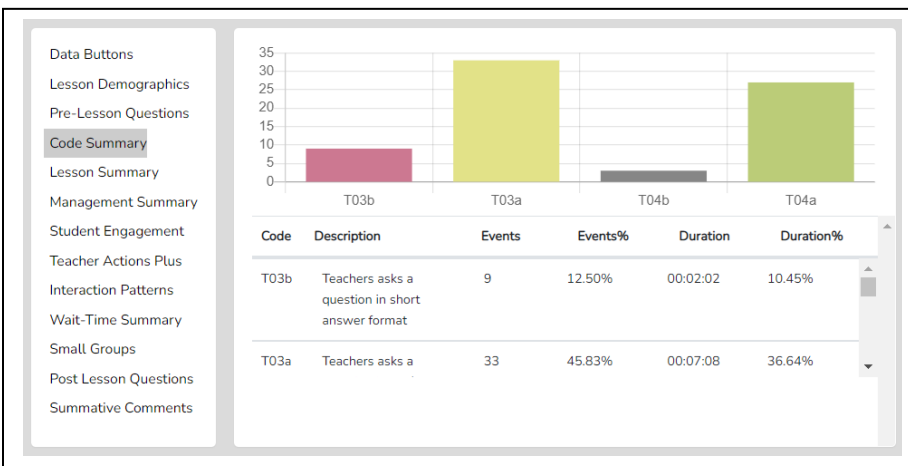
Teacher Questioning (T3a, T3b, T4a, T4b)

Note: The following data and graphs provide the user with an objective analysis for self-reflection, feedback, and coaching. Your data may not exactly match the following, which was generated by an expert user, but it should generally be similar.

For this specific training, it is recommended to compare the following data analyses in the key with your data analyses:

- Code Summary
- Teacher Actions Plus

Code Summary

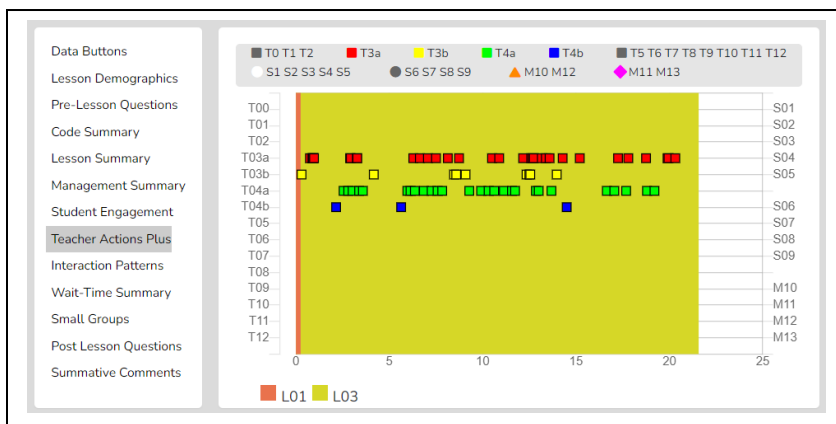


Code Summary:
T3a (Yes/No): 33
T3b (Recall): 9
T4a (Speculate): 27
T4b (Justify/Explain): 3

Part of getting students to think more deeply about content is how the question is posed, and another important ingredient for fostering higher level thinking is how the teacher responds following the student

response. When analyzing this specific data set, one recommendation that an observer might provide to this avatar teacher may be to reduce the use of T3a questions and increase T4a questions. With slight changes in wording, a T3a can become a T4a and a T4a can become a T4b, leading to a deeper and more thorough understanding of content knowledge.

Teacher Actions Plus



Looking at the data via *Teacher Action Plus*, a timeline of the approximate 22-minute lesson is shown along with how many questions were posed and when in the lesson. Looking at the left vertical side of the graph, you see the labels for the T3a through T4b. Looking horizontally to the right, you can see all the red squares for the T3a yes/no questions, the green squares representing T4a questions and so on and so forth.

When analyzing this specific data set, one trend that the observer might note is the consistent use of higher-level thinking questions (as T4a shown in green) throughout the lesson which are congruent with the goal of the lesson – to get students to think on a deeper level.