

Question Stems for Reflective Conversations

TKES Standards	Questions Stems To Use
<p>1. Professional Knowledge: <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p>	<ul style="list-style-type: none"> • How did you decide/determine the strategy you used for this lesson? • What was your intended learning outcome? • How did this lesson/content fit into the whole unit plan? • What is another strategy to teach that content? • What is the connection between your pedagogy and the instructional strategy? • What knowledge/experience/connections/skills do you wish your students walked away with after today's lesson? • How did you use your students' prior knowledge and/or students' needs to craft the lesson? • How did you use your students' prior knowledge and/or students' needs to craft the questions you asked?
<p>2. Instructional Planning: <i>The teacher plans using, state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i></p>	<ul style="list-style-type: none"> • How did you decide to approach this plan? • How did your students' need influence your lesson plan? • How did you look at student data to help differentiate your lesson? • Why did you choose to focus on these skills in this lesson? • Do you feel that your instruction met your goals for the lesson? • How might you do things differently next time or how might this impact your future lessons? • What framework do you use to plan your lessons? • Tell me about your planning process. • Why did you choose the strategies you used today? • How did you compose your essential question to address higher order thinking skills? • Did the lesson meet your expectations?
<p>3. Instructional Strategies: <i>The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.</i></p>	<ul style="list-style-type: none"> • How did you decide which instructional strategy/strategies were most appropriate? • What might you change about your questioning techniques to promote higher level thinking? • How did you plan for and monitor student engagement? • How might your assumptions about the students' existing knowledge and skills have impacted your lesson? • What is a strategy that you have used this year that you found effective that maybe you have not used in the past? How did you determine its effectiveness?
<p>4. Differentiated Instruction: <i>The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.</i></p>	<ul style="list-style-type: none"> • Talk to me about effective strategies you have used in other lessons to support differentiated instruction. • How are your assumptions about student learning guiding your instruction? • How does the work at each center/group differ for each level of learner? • How do you determine instruction for all groups? • How did you meet the needs of individual learners in this lesson? • What data did you use to make decisions about individual student learning needs that were addressed in your lesson?

<p>5. Assessment Strategies: <i>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i></p>	<ul style="list-style-type: none"> • What practices are used by the students for self-assessment? • How did you decide which skills are assessed? • What is another way you might assess this objective? • How do you involve students in setting goals? • Why is this assessment appropriate for the content covered? • How did your assessment differ from the needs of your students? • What impact did the collaboration with other teachers have on the assessment used? • What strategies are used to align curriculum and assessment?
<p>6. Assessment Uses: <i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i></p>	<ul style="list-style-type: none"> • What specific data did you use, and how did you use it, to modify your instructional strategies? • How do you share data with your students? • How do you share data with your parents? • Is there another form of data/assessment that would have provided your students with more information regarding their progress? • What support or resources can I provide you with? • What impact do you feel that students' knowledge of the data will have on their overall progress/achievement? • What was your purpose in giving this particular assessment?
<p>7. Positive Learning Environment: <i>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i></p>	<ul style="list-style-type: none"> • What is another way you could manage your materials/small group to better use your time? • What impact do you think your student's behavior had on the effectiveness of your lesson? • Why did you choose to respond in the manner you did and how could you have responded differently? • What are some ways you build respect between students? • How did you develop/present/model your classroom procedures/routines/expectations? Do you revisit and how often? • What do you do to maintain respect in your classroom?
<p>8. Academically Challenging Environment: <i>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i></p>	<ul style="list-style-type: none"> • What is the connection between maximizing instructional time and student achievement? • How are routines established for transitions? • What is another way you might increase instructional time? • How can you engage students in thinking instead of just following steps? • How do you time your instructional transitions if they aren't written in your lesson plans? • What would you have to tweak in order for student to be more self-directed learners? • What strategies could you use to encourage your students to think outside of the box? • What do you typically do when several students have already mastered the content? • How do the students in you class know what your challenging expectations are? • How do you know your students are taking academic risks? • How do your questions foster critical thinking skills and application of the concepts?

<p>9. Professionalism: <i>The teacher demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.</i></p>	<ul style="list-style-type: none"> • What does professionalism look like, sound like, and feel like? • How has the professional development impacted you as a professional? • How would you explain your role in collaborative planning? • How do you contribute to the profession?
<p>10. Communication: <i>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i></p>	<ul style="list-style-type: none"> • What is another way that you might communicate with parents to increase student achievement? What sort of impact might this new form have? • How have you reached out to various stakeholders? • What might you see happening in your classroom if you made parents aware of what the students are doing in the classroom?