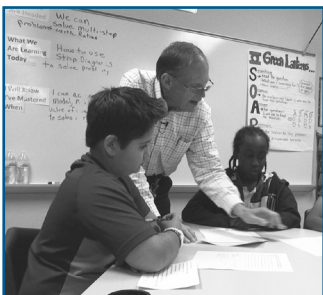
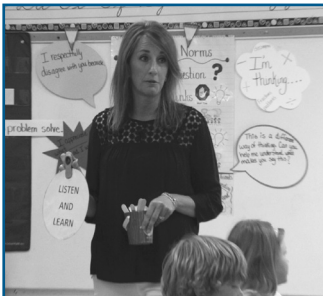
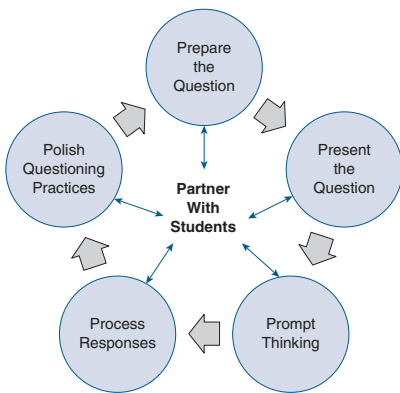


CHAPTER 1

SETTING THE STAGE

What Is Quality Questioning?





Focus Questions

Why is it important to view quality questioning as a process?

What are the core components of quality questioning?

What shifts in teacher and student roles and responsibilities are associated with core quality questioning practices?

Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects and their students so that students can learn to weave a world for themselves.

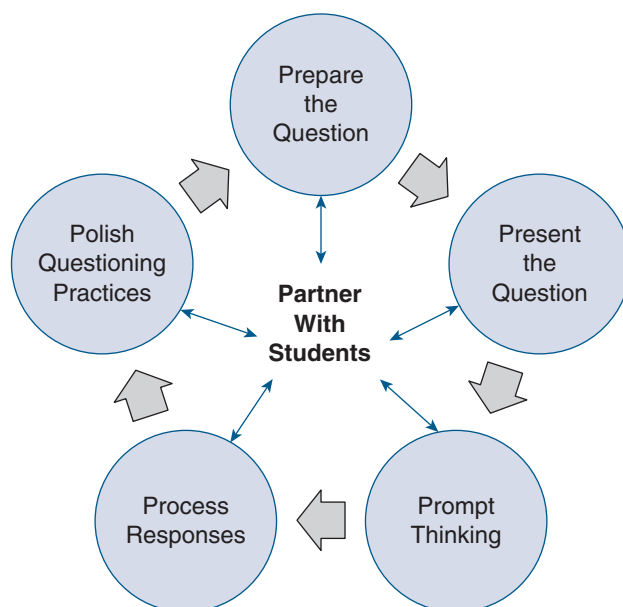
—Parker J. Palmer, *The Courage to Teach*,
10th Anniversary Edition (2007, p. 11)

Questioning. Thinking. Learning. Through quality questioning, we seek to activate and link these three cognitive processes for the purpose of enhancing both student and teacher performance. *Quality questioning* is a term to which we ascribe a very particular meaning. It is a process informed by research and best practice linked to student achievement. It results from intentional, and ideally collaborative, teacher planning and deliberate, real-time decision-making. It unfolds in classroom cultures cocreated by students and teachers who value relationships based upon mutual trust and respect.

Quality questioning is a process that springs from the introduction of a quality question, which we define as one that focuses attention, stimulates thinking, and results in real learning. Quality questioning flourishes as students and teachers engage mindfully in reflecting, responding, and interacting with one another to make deeper meaning of the content and to surface their understandings. Teachers can plan for and facilitate this process by attending to the six core practices depicted in Figure 1.1.

As Figure 1.1 illustrates, quality questioning encompasses more than a well-framed question, no matter its cognitive demand. It involves more than one student knowing and answering correctly, even brilliantly. It entails more than the teacher

THE CYCLE OF QUALITY QUESTIONING



Note: Teachers can use this as a schema for planning, assessing, and improving core questioning practices. When teachers partner with students at each stage of the process, quality questioning becomes a powerful driver of student learning.

Figure 1.1

providing feedback to the responding student, even if the feedback serves this student well. Quality questioning, as we define it, moves beyond this traditional approach to questioning, which typically yields solo performances by one student at a time. It embraces the belief that classroom questioning—at whatever stage of the learning cycle—can be orchestrated in such a manner as to engage *all* students in making meaning and extending understanding. At its heart, quality questioning is about equity in learning. Equally important, the process of quality questioning can provide information to teachers about where their students are in their progress toward attainment of identified learning targets or intentions.

Quality questioning is a dynamic process that involves the interaction of six core practices. It springs from a set of teacher beliefs about teaching and learning. Important among these are the following:

- Learning requires students to be cognitively and socially engaged as active meaning-makers. Carefully framed questions serve as catalysts for the thinking, speaking, and listening required for this collaborative thinking.

- Questions are vehicles by which students and teachers assess student learning, not just means by which to surface facts in “quiz-show” fashion. All answers, correct and incorrect, are opportunities for learning.
- All students benefit from classroom questions when teachers have explicit expectations for student participation and are intentional in selecting response structures that promote equitable engagement.
- If questions are to stimulate student thinking, students must have time to think and opportunity to interact with peers and their teachers to construct connections.
- Teachers can use student responses as feedback to support next instructional moves—including, but not limited to, the provision of feedback to students.
- Students deepen their learning when they participate in collaborative conversations focused on building academic knowledge and deepening understanding.

These beliefs are foundational to the six core practices of quality questioning and the behaviors associated with each—what we call the 6Ps Framework (see Figure 1.2).

Core Practices Associated With Quality Questioning

The 6Ps Framework organizes key questioning practices and behaviors associated with higher levels of student engagement and learning. These practices emerge from the broader knowledge base on questions and student-teacher academic interactions. Each core practice influences and, in turn, is influenced by the other five. Taken together, they constitute the quality questioning process.

Prepare the Question

Quality questions are the springboards to productive thinking and authentic learning. We argue that quality questioning begins with the preparation of a limited number of focus questions prior to a class. In most instances, teachers will prepare two to four focus questions in consideration of the (1) content focus (driven by the standards in play), (2) instructional purpose, (3) desired cognitive rigor or level of thinking, and (4) appropriate wording and syntax. Additionally, we advocate consideration of both the academic readiness of the students as well as their personal characteristics and interests. Students may, however, be invited to bring their own true questions to a class; in fact, on occasion, teachers may assign this task to students. From well-crafted focus questions, emerging questions arise—from both the teacher and the students.

THE 6PS FRAMEWORK FOR QUALITY QUESTIONING

<p>Prepare the Question</p> <ul style="list-style-type: none">• Identify content focus.• Consider instructional purpose.• Determine desired level of cognitive processing.• Fine-tune wording and syntax.
<p>Present the Question</p> <ul style="list-style-type: none">• Indicate response structure.• Pose the question.• Afford time to think.• Designate respondent(s).
<p>Prompt Student Thinking</p> <ul style="list-style-type: none">• Hold each student accountable for responding.• Listen to understand the thinking behind responses.• Provide time for continued thinking.• Offer appropriate verbal assists.
<p>Process Student Responses</p> <ul style="list-style-type: none">• Use student responses as feedback to guide next instructional moves.• Offer strategic feedback to students.• Encourage student questions and feedback to one another.• Engage students in interactions to deepen thinking and understanding.
<p>Polish Questioning Practices</p> <ul style="list-style-type: none">• Engage in personal reflection on questioning practices.• Set personal improvement targets.• Reflect with colleagues on the quality of questions and questioning practices.• Involve students in reflecting on the extent to which they are meeting established expectations for engagement in questioning.
<p>Partner With Students</p> <ul style="list-style-type: none">• Engage students in thinking about the purposes of questions.• Collaborate with students to establish accountability for individual responding and collective responsibility for equitable participation.• Cocreate a culture that honors time for thinking and values all responses as opportunities to learn.• Cocreate a classroom learning community whose members value feedback, student questions, and dialogue as means to deepen learning.

Figure 1.2

Quality focus questions inspire these authentic follow-up questions, which scaffold learning or take it to new heights. Our view, then, is to focus on quality over quantity in the preparation of questions.

The above process for preparing questions represents best practice. In reality, a small minority of teachers prepares focus questions in advance of class. As a result, many teachers default to the conventional approach of asking a large number of simple recall questions to guide students through the content. In a summary of research on questioning published in 1970, Gall concluded that teachers typically ask between one and three questions per minute. In our own study (Appalachia Educational Laboratory, 1994), 95 teachers were asked to videotape themselves in a classroom episode where questioning was the primary instructional strategy; the average number of questions asked in 15 minutes was 43 (two to three questions per minute). Our own classroom observations over the past twenty years—and reports from colleagues—affirm these earlier research findings.

Present the Question

The manner in which a teacher presents a question communicates much more than what is contained in the question itself. The presentation conveys the teacher's view of the importance of the question as well as her expectation that all students use the question to activate their thinking about a topic. Contrast the following:

Classroom A. The teacher writes the focus question on the whiteboard before class. At the appointed time, she poses this question to the class. She speaks slowly, emphasizing key parts of the question; she scans the room as she asks, conveying curiosity and interest in what each student may be thinking. She invites students to call to mind what they think they know about the topic—by either jotting down their ideas or reflecting silently. Finally, the teacher names one student to “lead off” with his or her thinking, emphasizing that she’s interested in hearing what students think they know about the issue—not what they think the teacher might expect. She also reminds the class that she’ll be calling on others to assess the first speaker’s response, either by disagreeing and offering their view or by agreeing and adding to the initial response.

Classroom B. The teacher asks a question, waits for volunteers to raise their hands, and calls on the student she believes is most likely to have a correct answer. She asks the other students to indicate with

a “thumbs up” if they agree with the speaker’s answer. After noting that almost all students agree, she moves on to the next question.

Which of these patterns do you believe exists in the classrooms across your school? We’ve observed hundreds of classes over an extended period of time. The vast majority of the classrooms we’ve observed follow the pattern of Classroom B. In fact, the findings from our observations match those of two researchers who studied fourth- through eighth-grade classrooms over 30 years ago: Target students (those teachers call on for responses) talked more than three times as often as their classmates; 25 percent of the students never spoke at all (Sadker & Sadker, 1985).

We associate four discrete practices with presenting quality questions. The first is the determination of a response structure that is appropriate to the question, holds all students accountable for thinking of their response, and makes the thinking of all students visible to the teacher. The second behavior relates to the delivery of the question: Does the teacher pose the questions with interest in student responses? Does each student understand that his or her response matters? The third behavior pertains to the pause after the question, called Think Time 1 (also known as Wait Time 1). Think Time 1 gives students time to think about what the focus question is asking and allows them to reflect on what they think they know about it. The fourth behavior is to elicit student responses (e.g., by calling on a student or students).

Prompt Student Thinking

If the correct answer is not immediately forthcoming in a “right-answer-oriented” classroom, the teacher typically moves on to another volunteer (most often, one who is waving his hand wildly) or answers the question herself. Quality questioning, however, provides for the prompting of students who are stumped to continue their thinking. The teacher may offer verbal cues or clues to encourage the nonresponder to make a connection and to “risk” verbalizing a response that makes his thinking visible. If the response is incorrect or incomplete, the teacher and other students allow time for the speaking student to continue thinking, perhaps to modify or extend the response. This pause after the response, called Think Time 2, not only serves as a nonverbal prompt to the responder but also provides time for the teacher and other students to reflect on the response and prepare follow-up questions to assist if the original respondent does not self-correct. These follow-up questions can scaffold students’ thinking and knowledge-construction.

Most frequently, teachers do not provide these types of prompts; instead they redirect the question to another student when the targeted student fails

to respond or responds incorrectly, or they simply accept a partially correct response. For example, several studies (Cotton, 1988; Mills, Rice, Berliner, & Rousseau, 1980) have confirmed that nearly half of student answers are at different cognitive levels than the teacher questions, yet teachers generally accept these answers as sufficient without probing or prompting correct responses. Probing, however, is positively correlated with increased student achievement, as reported by Ornstein (1988) in a review of research about effective questioning practices. Further, Think Time 2 is rarely present in classrooms. In our own research (Appalachia Educational Laboratory, 1994), teachers waited three seconds or more less than 1 percent of the time following student responses. And after more than 90 percent of student responses, teachers waited no time at all, frequently interrupting the student's answer.

Process Student Responses

In right-answer-oriented classrooms, a student response typically leads to the teacher's evaluation of the answer as to its correctness or to the immediate redirection of the question to another student. The right answer is the end game. This remains the dominant pattern of questioning in many classrooms. In quality questioning classrooms, however, the teacher and students view an initial student response as an opportunity to continue the learning. For the teacher, student responses serve as feedback that informs decision-making regarding the next instructional move: *What kind of feedback will I provide to the responding student? Where will I go next in the lesson—reteach or extend learning?* For nonresponding students, their classmate's oral response affords a chance to think about whether they agree or disagree (i.e., to self-assess) and to pose questions, if desired, to clarify their own understanding. These teacher and student reactions to a student response assume that all are listening to understand the thinking behind the response.

Note the use of the word *response*. We are intentional in using *response* instead of *answer* for two reasons. First, *answer* carries a sense of finality in thinking, a "that's it" notion. On the other hand, *response* evokes a less conclusive and more emerging kind of statement—one open to modification or extension. As previously stated, when a student fails to respond to a question or responds incorrectly, the quality questioner poses follow-up questions to prompt continued thinking in an effort to scaffold the student's understanding. A second reason we prefer *response* over *answer* relates to our view of the scope of quality questioning. We view it not only as a mechanism to check for understanding, but as a process that facilitates students' movement into the realm of discussion. Through dialogue, students interact with and respond to one another, not only to the teacher. In this context, *answering* seems a less accurate verb choice.

Processing student responses can open the door to this type of dialogue. As students speak, listen, and think together, they can both reinforce knowledge and deepen thinking and understandings. Student conversation that includes concepts and ideas, not mere recitation of right answers, is the vision for quality questioning. During such discussion, we imagine students posing questions and engaging in higher levels of thinking that will move their understandings to deeper levels.

Polish Questioning Practices

Classroom questioning is a complex process that invites teachers and students to hone their listening, thinking, and speaking skills in ways that improve classroom interactions and learning for all. Improvement requires reflection on past performance; without reflection, we tend to “keep on keeping on” until practice becomes routinized, even if it’s not particularly effective.

Teachers who commit to quality questioning are intentional in setting targets for their own improvement. They can use the 6Ps Framework as a structure for the setting of targets and regular reflection. Additionally, teachers who plan collaboratively can support one another’s reflection on the quality of questioning practices.

It is also important for teachers to encourage students to reflect on their use of quality questioning practices. Individual students need the time and structure to think about such issues as these: *To what extent am I listening to and using questions to support my learning? Am I contributing to the creation of a classroom community in which we listen to and support one another’s learning? What targets should I set for my personal improvement?*

Partner With Students

Engaging students as partners in quality questioning is central to the other five core practices in the quality questioning process. Early in our work with classroom questioning, we learned that teachers cannot unilaterally ensure that students embrace quality questioning. Rather, they must develop relationships so that they know their students well enough to craft questions that engage them; cocreate classroom communities where questions serve as vehicles for exploring and learning, not only as prompts to surface the right answers; and forge a culture of mutual trust and respect, which provides a safety net for *all* to participate. This work sets the stage for teachers and students alike to view questions as opportunities for formative assessment and feedback and as springboards for student dialogue that can deepen individual and collective understanding.



Video 1.1

Overview of 6Ps Framework for Quality Questioning

<http://resources.corwin.com/WalshQuestioning>

To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

PARTNER WITH STUDENTS: Why do teachers ask questions?

Why do you think teachers ask questions in class?

- (a) *To find out if students know the right answer.*
- (b) *To encourage students to think.*
- (c) *To find out if a student is paying attention.*
- (d) *To assess whether students understand, and to help those who don't.*

What if you posed the above question to your students, asking them to respond individually—perhaps using clickers? How do you think they would answer? Asking this question can be a first step in partnering with students to create a quality questioning classroom—if you follow up by engaging them in a discussion that enables them to make personal meaning of your expectations for classroom questioning.

As you analyze student responses to this question, you might begin the discussion by asking a question like “What makes you think that the primary purpose for questioning is to find out if you know the right answer?” Listen to understand their thinking.

You may wish to affirm your students’ thinking, acknowledging that they chose their response (*a*, *b*, *c*, or *d*) based upon their classroom experiences. They have come to believe what their experiences suggest to be the reality. We hope you will invite them to cocreate with you a new purpose for questioning in your classroom—and that your new way of viewing questions will correspond to responses *b* (encourage students to think) and *d* (assess whether students understand, and help those who don’t). You may wish to write the following expectation on a sentence strip and share it with the students. Invite them to accept this as a classroom norm, a new way of doing the business of classroom questioning.

**Use teacher questions to prompt your thinking,
not to guess the teacher’s answer.**

As you talk about the norm, you may want to ask students, “*What is thinking? What do you do when you think?*” Listen to their ideas about what’s involved in thinking, and ask them when and how they developed these understandings. You might then share these two definitions of thinking: (1) making personal meaning, and (2) making connections. Again, let your students talk about what is involved in “making personal meaning” and in “making connections.”

Talk with students about how your questions help you assess their understanding. This will afford you an opportunity to (1) tell them that you think hard about the questions you ask them and that you design questions to assess where they are in meeting the learning

goals, and (2) assure them that you really want to know what they think they know about each question—that you’re not asking the question only to get the right answer “on the floor.” Most students don’t understand that when they don’t respond because they are not sure of the answer, they deprive the teacher of information he or she could use to help students learn.

By the way, we’ve asked hundreds of teachers how their students would respond to the opening question. Without fail, the vast majority of elementary teachers choose response *a*—to find out if students know the right answer. The majority of secondary teachers choose response *c*—to find out if a student is paying attention. Of course, when asked, these teachers are almost unanimous in stating that they wish their students would respond with *b* or *d*. We then ask teachers why students believe as they do—and if they ever discuss the purpose of questions and questioning with their students. It is unusual to find teachers who have intentionally engaged in dialogue with students about the purposes of questions as they relate to student thinking and learning.

If we want our questions to engage students and stimulate their thinking, we must listen to and value their responses. Students’ mindsets about the purpose and importance of questions will influence whether they really pay attention to our questions in the first place. So, we hope you’ll open a dialogue with your students about your reasons for questioning. Invite them to partner with you in quality questioning by thinking and responding honestly. This is the kickoff to transforming your classroom into a learning community where teacher and students alike are thinking about ways to learn from every response to every question.

Wolf affirms our view when she asserts that teachers need to view students not as objects to be questioned but as agents who can think together about the content under study. She writes,

The point is that there is not worthwhile questioning that isn’t footed in trust and shared respect. In other words, if questions are to lay the foundation for understanding, rather than obedient answers, we have to think about them not so much as cognitive interventions, but as sites for interaction in which people assign each other meaningful epistemic roles. (2015, pp. 178–179)

To what extent do your students consider themselves partners in classroom interactions that result in making meaning of the content for themselves and their peers?

The other five core questioning practices composing the 6Ps Framework will impact student engagement and learning to the degree that teachers help students understand the what, why, and how of each quality questioning practice and the changes in roles and responsibilities required for students and teacher alike.

■ ■ ■ Think and Talk!

Individually and silently respond to the questions below. After time for individual reflection, talk with colleagues to engage in collaborative exploration.

Review the 6Ps Framework shown in Figure 1.2. In what ways does this framework affirm your understanding of the questioning process?

In what ways, if any, does it extend your view? Consider the potential value of using this framework for individual and collaborative planning and reflection.

Changing Roles and Responsibilities

Ritchhart (2015) distinguishes between a work-oriented classroom and a learning-oriented classroom. In work-oriented classrooms, the focus is on completing assignments for the purpose of assigning grades. In learning-oriented classrooms, assignments are means to the end of learning, which is represented to students in the form of learning goals. In work-oriented classrooms, the emphasis is upon “getting it right.” Most student questions are about the assignments (p. 44). In learning-oriented classrooms, errors and mistakes are treated as opportunities for learning, and teachers encourage student questions about the learning. In work-oriented classrooms, teachers do most of the talking. Traditional questioning practices are alive and well in work-oriented classrooms. In learning-oriented classrooms, quality questioning not only thrives, it drives the learning of students and teachers. Figure 1.3 summarizes the shifts in roles and responsibilities of teachers and students from traditional questioning practices to quality questioning.

Because traditional questioning patterns are deeply rooted in students’ beliefs about appropriate “going-to-school” behaviors, the shifts in roles and responsibilities are neither simple nor easy to accomplish. Teachers who commit to quality questioning are intentional in changing their own questioning patterns, and they must be explicit with students about expectations for new student roles and responsibilities. Teachers and students can support one another as they transform their classroom from one that is teacher-centered and work-oriented to a quality questioning, learning-focused community. This is the essence of and rationale for the quality questioning core practice of partnering with students.

SHIFTS IN ROLES AND RESPONSIBILITIES IN A QUALITY QUESTIONING CLASSROOM

Traditional Classroom Questioning	Quality Questioning
Teacher asks many questions, most of which are at the lowest cognitive level.	Teacher prepares a limited number of questions above the recall level as a part of lesson planning.
Teacher asks questions to elicit “right” answers—has the answers in mind before asking.	Teacher asks questions to encourage students to think—and to find out what they know in order to provide assistance that helps their learning progress.
Students’ job is to answer questions.	Students respond to questions, but are also encouraged to ask questions of their own.
Teacher evaluates student answers as to their correctness.	Students reflect on their own and classmates’ responses to self-assess. Teacher uses student responses as formative feedback to decide what to do next and what type of feedback to provide to students.
Teacher answers own questions when students cannot.	Teacher scaffolds students’ thinking to extend their understanding and provides feedback to guide learning.
Teacher usually calls on volunteers to answer (i.e., those who raise their hands).	Teacher selects response structures that hold all students accountable for a response.
Students raise their hands to be called on—or call out answers—in response to teacher questions.	Students first answer questions silently and then respond in the manner indicated by the teacher.
Teacher maintains a fast pace in question-and-answer sequences.	Teacher and students value “think time” and use pauses after a question and after an initial response to continue thinking.
Teacher interacts with one student at a time while other students assume the role of spectators. The teacher controls who speaks, when, and for how long.	Students talk to one another as well as to the teacher.
Teacher talk dominates.	Teacher identifies structures to support student-to-student talk and is purposeful in providing opportunities for dialogue throughout a lesson.

Figure 1.3

**Video 1.2**

The Relationship
of Quality
Questioning to
Student Learning

<http://resources.corwin.com/WalshQuestioning>

The Potential

In 2009, John Hattie's landmark work, *Visible Learning*, was published. The book reported his synthesis of over 800 meta-analyses of research related to student achievement. He found questioning to have a positive effect on student performance ($d = 0.46$) and to rank 53rd among 138 identified influences.¹ According to Hattie's analysis, this effect is noticeable and above the average effect size ($d = 0.40$). Our view is that this effect would be much higher if the standard for questioning embodied the practices we identify in this book. As noted in the Introduction, quality questioning as we envision it does involve many other of the high-effect influences identified by Hattie. These include discussion, feedback, formative assessment, teacher-student relationships, metacognitive strategies, and six other specific strategies to which we refer in this work. In essence, we conceive of quality questioning as an essential ingredient in effective teaching and learning.

1. Hattie's subsequent book, *Visible Learning for Teachers* (2012), included an expanded research base, over 900 meta-analyses of research studies, which resulted in the identification of 150 influences on achievement. Questioning ranked 53rd among these, but the reported effect size was slightly higher, $d = 0.48$.

WHAT IS EFFECT SIZE?

Throughout this book we will reference the *effect size* of various strategies associated with quality questioning for the purpose of communicating the potential a particular strategy (e.g., metacognition, formative assessment) has to improve student achievement. Effect size is a statistical term intended to connote the magnitude of the change in student performance resulting from the use of a particular intervention with a group of learners. Statisticians employ two different methods for determining effect size: (1) comparing the performance of a group of students with whom the strategy is used to that of a control group with whom the strategy is not used, and (2) studying a group over time and comparing members' beginning levels of achievement to their achievement at the end of a study.

An effect size of $d = 0.0$ indicates no change in achievement as a result of the intervention. An effect size of $d = 1.0$ stipulates an increase of one standard deviation on the achievement of the learners receiving a particular treatment. This converts into a two- to three-year gain, improving the rate of learning by 50 percent, and meaning that the achievement of students who received the instructional intervention would exceed that of 84 percent of students in the control group (Hattie, 2009).

John Hattie's *Visible Learning for Teachers* (2012) is one of our primary sources for identifying effect size of strategies included in this book. We refer frequently to this source for two primary reasons: (1) Hattie's findings resulted from a synthesis of over 900 meta-analyses related to student achievement, making it the most robust database available to educators; and (2) one of Hattie's primary themes is the importance of using formative assessment and feedback to make learning visible; these themes are directly related to the core practices of quality questioning.

A primary finding of Hattie's synthesis is that almost everything works! This means that almost all instructional strategies have an effect size above $d = 0.0$. However, and obviously, not all instructional strategies work equally well. Hattie established what he calls a *hinge point* of $d = 0.40$, which represents the average effect size of all 150 influences included in his synthesis. Hattie argues, "The effects of innovation [at $d = 0.40$] enhance achievement in such a way that we can notice real-world differences" (2009, p. 17). He suggests educators focus on strategies that meet or exceed this $d = 0.40$ bar (2009). The strategies highlighted in this book exceed this hinge point.

REVIEW AND REFLECT

Why quality questioning?

Key Ideas	Questions for Reflection
<p>Quality questioning is a process. There are multiple, interrelated components that make up quality questioning. The process is dynamic and is designed to result in the engagement of all students.</p>	<ul style="list-style-type: none"> ● Which of the identified components of quality questioning would you <i>not</i> have predicted to be a part of the process? Why? ● In what ways do you believe that each component of the quality questioning process can contribute to engagement for all students?
<p>Students are partners. Teachers cannot create a quality questioning classroom without engaging students in this endeavor.</p>	<ul style="list-style-type: none"> ● Why would it be difficult to change classroom questioning practices without student understanding and involvement? ● In what ways are my students currently involved as partners in their learning? How might I build on this?
<p>Less is more. Preparing a limited number of focus questions in advance of class enhances student thinking and learning.</p>	<ul style="list-style-type: none"> ● Why is it important to prepare a limited number of focus questions in advance of a lesson? ● How frequently do I prepare a limited number of focus questions prior to my classes? Is preparing questions in advance of class a practice that I can embrace?
<p>Incorrect responses are welcome. Incorrect student responses can be used as opportunities for student and teacher learning.</p>	<ul style="list-style-type: none"> ● In what ways can incorrect responses serve as opportunities for learning? ● Would my students say that I have a right-answer-oriented classroom? Why, or why not?
<p>Teachers can ensure equal opportunities for student responses. When all students are accountable for responding to classroom questions, the engagement and achievement of traditional nonparticipants increase.</p>	<ul style="list-style-type: none"> ● Do I believe that each student's response is of value? Do all of my students believe their answers matter? ● How do I demonstrate that I believe <i>all</i> students are expected to use questions as opportunities to surface their thinking?

Key Ideas	Questions for Reflection
<p>Student-to-student dialogue promotes learning. Academic conversations help students construct knowledge and deepen understanding.</p>	<ul style="list-style-type: none"> ● How do academic conversations support student learning? ● What is the ratio of teacher talk to student talk in my classroom? How do I know?
<p>Reflection on practice improves performance. Reflection on practice enhances learning and improvement.</p>	<ul style="list-style-type: none"> ● In what ways might the 6Ps Framework support personal and collaborative reflection on practice? ● How can I find time to reflect on my questioning practices? ● How can I structure opportunities for my students to reflect on their use of questioning to support their learning?
<p>Quality questioning requires teachers and students to assume new roles and responsibilities. In a quality questioning classroom, teachers relinquish some control and invite students to assume more responsibility. The goal is to make students active agents in their learning and to develop their skills as self-directed learners.</p>	<ul style="list-style-type: none"> ● How comfortable am I with the roles and responsibilities associated with a quality questioning classroom? ● What shifts, if any, will I need to make to enhance quality questioning in my classroom? ● Which shifts will be most challenging for my students? How can I support students in making these shifts?