

Jacqueline Aronson-Walsh
Cathy Davidson-Stanton
Foreword by John Hattie



SECOND EDITION

Quality Questioning

Research-Based Practice
to Engage Every Learner



Quality Questioning Researchbased Practice To Engage Every Learner

Leslie Grant, Jennifer Hindman, James Stronge



Quality Questioning Researchbased Practice To Engage Every Learner:

Quality Questioning Jackie Acree Walsh, Beth Dankert Sattes, 2016-10-05 Realize the potential of quality questioning for student thinking and learning Jackie Walsh and Beth Sattes present quality questioning as a process that begins with the preparation of questions to engage all students in thinking and culminates in the facilitation of dialogue that takes learning deeper This new edition of the bestseller organizes questioning practices around the 6Ps framework composed of Prepare and Present the Question Prompt Student Thinking Process Student Responses Polish Questioning Practices and Partner with Students It extends and expands on timeless principles while adding significant new research based practices and insights derived from the authors own learning with and from classroom teachers Designed for immediate classroom use this guide includes Graphics tools and strategies to develop student skills and create a classroom culture that nurtures thinking and learning QR codes that link to more than twenty new videos depicting students and teachers from elementary through high school Tools and strategies to support teacher engagement in personal reflection classroom observations and collaborative dialogue that improve personal practice This exciting new book demonstrates how to seamlessly integrate effective questioning strategies into daily practice thereby energizing teaching and learning Questions are the most important tool in a teacher s toolbox Walsh and Sattes teach us how to sharpen those tools and use the right ones to maximize learning They understand that questioning isn t interrogation but rather frames dialogic instruction You can see this come to life in the videos throughout this book Quality Questioning belongs on every thoughtful educator s bookshelf Nancy Frey Professor Department of Educational Leadership San Diego State University CA If you re ready to shift your purpose for questioning from answer getting to provoking higher order thinking this book is a must read Never again will you take questioning for granted Connie Hamilton EdS Curriculum Director Saranac Michigan Community Schools Reading this book is like chatting with an amazing professional friend and mentor It s a joy to read to ponder and to use as a constant resource Susan Hudson Educational Consultant and Former Exemplary Educator Tennessee Department of Education A must read for all teachers who continually strive to improve their practice to better impact student learning Betsy Rogers EdD 2003 National Teacher of the Year Associate Professor and Department Chair Curriculum and Instruction Samford University Birmingham AL

Quality Questioning Jackie Acree Walsh, Beth Dankert Sattes, 2004-10-27 Use effective questions to advance student thinking learning and achievement Authors Walsh and Sattes provide an in depth look at how quality questions can transform classrooms Drawing on two decades of research on teacher effectiveness the authors offer strategies that engage all students in the teacher s questions and prompt students to generate their own questions Quality Questioning includes A complete framework for preparing and presenting questions prompting and processing student responses teaching students to generate questions and reflecting on questioning practice Checklists for classroom applications Reproducibles rubrics resources evaluation tools and more *Quality Questioning* Jackie Acree Walsh, Beth Dankert Sattes, 2004-11-03 Use

effective questions to advance student thinking learning and achievement Authors Walsh and Sattes provide an in depth look at how quality questions can transform classrooms Drawing on two decades of research on teacher effectiveness the authors offer strategies that engage all students in the teacher s questions and prompt students to generate their own questions Quality Questioning includes A complete framework for preparing and presenting questions prompting and processing student responses teaching students to generate questions and reflecting on questioning practice Checklists for classroom applications Reproducibles rubrics resources evaluation tools and more *Thinking Through Quality Questioning* Jackie Acree Walsh,Beth Dankert Sattes,2011-06-29 Asking the right questions is the answer This groundbreaking book provides teachers with an accessible research based blueprint for developing student metacognitive skills and ensuring that students take responsibility for their own learning The authors use the findings of cognitive scientists to highlight quality questioning behaviors and explain how to apply them for improved student outcomes Key features include Short vignettes of quality questioning in action Evidence that ties question strategy to student achievement An overview of collaborative written electronic and group response strategies Examples of how quality questioning connects to formative assessment Special note regarding the eBook version Some figures have been redacted in compliance with digital rights permissions Questioning, Instructional Strategies, and Classroom Management Marie Menna Pagliaro,2017-11-01 This book presents the most important information regarding classroom questioning delivering instructional strategies and effective classroom management A review of relevant material regarding each topic and an update on the research are presented Best Practices Observation Instruments BPOIs identify the criteria for teaching each topic well along with a method for teachers to become proficient at implementing each topic **Leading Through Quality Questioning** Jackie Acree Walsh,Beth Dankert Sattes,2010-01-20 A leader s job is not to have all of the right answers but to ask the right questions Not only does this book address self inquiry for school leaders it offers tools and learning support for leaders committed to improving and refining their inquiry based leadership Betty Burks Deputy Superintendent San Antonio ISD TX One does not immediately think of questioning as a leadership tool Yet the compelling and engaging strategies thoughtfully described in this book will make any leader realize the power of an artful question This is an invaluable handbook for those eager to listen differently to people enter into dialogue about sensitive topics and structure opportunities for people to talk constructively Joellen Killion Deputy Executive Director National Staff Development Council Walsh and Sattes have captured the essence of one of the key features of a good leader the ability to coach others Their quality questioning framework helps school leaders understand that the way they structure a question can be the key to building organizational capacity Yvonne V Thayer Certified Professional Coach Senior Director Making Middle Grades Work Southern Regional Education Board GA A must read for all school leaders This practical guide on how to create an inquiry oriented approach to decision making enables adult learners in the school to sustain school improvement Betsy Rogers School Improvement Specialist Jefferson County School District AL

The focus of the book complements the work we are currently doing in our school district to create reflective practitioners. The Leading through Quality Questioning Framework is a clear and concise way to get the big picture of how questioning can be used to foster a culture of continuous improvement. The chapters that follow allow the reader to put the meat on the bones of the framework. Christopher Corallo, Director of Staff Development, Henrico County Public Schools, Richmond, VA, uses quality questioning to bring out the best in your learning community. Quality questioning is a process for engaging individuals in reflection, critical thinking, and collaboration. The authors demonstrate how questions, not answers, drive school improvement and growth for a learning community. This handbook for school and district leaders applies the principles of the best-selling book *Quality Questioning* to four critical leadership functions: Maximizing individual and organizational capacity; Mobilizing individuals and groups to build ownership and commitment across a community; Mediating conflict by helping individuals find common ground and focus on shared purpose; Monitoring progress toward identified goals.

Mathematics Formative Assessment Page Keeley, Cheryl Rose Tobey, 2011-09-15. There is a substantive body of research that indicates formative assessment can significantly improve student learning. Yet this same research shows that the features of formative assessment that impact student achievement are sadly missing from many classrooms. Black et al. 2003. This book provides teachers with guidance and suggestions for using formative assessment to improve teaching and learning in the mathematics classroom and identifies and describes practical techniques teachers can use to build a rich repertoire of formative assessment strategies. The acronym FACT is used to label the techniques included in this book. FACT stands for Formative Assessment Classroom Technique. Through the varied use of FACTs explicitly tied to a purpose for gathering information about or promoting students thinking and learning, teachers can focus on what works best for learning and design or modify lessons to fit the needs of the students. Provided by publisher.

Mathematics Formative Assessment, Volume 1 Page Keeley, Cheryl Rose Tobey, 2011-09-15. Transform your mathematics instruction with this rich collection of formative assessment techniques. Award-winning author Page Keeley and mathematics expert Cheryl Rose Tobey apply the successful format of Keeley's best-selling *Science Formative Assessment* to mathematics. They provide 75 formative assessment strategies and show teachers how to use them to inform instructional planning and better meet the needs of all students. Research shows that formative assessment has the power to significantly improve learning, and its many benefits include stimulation of metacognitive thinking, increased student engagement, insights into student thinking, development of a discourse community.

Planning, Instruction, and Assessment Leslie Grant, Jennifer Hindman, James Stronge, 2013-10-02. This entry in the James H. Stronge Research to Practice Series focuses on specific strategies teachers can use to improve the quality of their instruction. Studies have shown teacher quality to be the top indicator of student achievement, with the effects of good teachers apparent even as students move on to successive grades. In this book, Grant, Hindman, and Stronge explore the relationship between teacher effectiveness and student learning. They provide a bridge between research-based theories

and practical classroom applications Templates planning forms and other reproducibles help teachers make a noticeable impact on student success using proven techniques and practices Topics include tiered lessons using assessment data and much more

Making Classrooms Better: 50 Practical Applications of Mind, Brain, and Education Science Tracey Tokuhama-Espinoza, 2014-04-28 This book goes beyond neuroscience explanations of learning to demonstrate exactly what works in the classroom and why Lessons from mind brain and education science are put into practice using students as a lab to test these theories Strategies and approaches for doing so and a general list of best practices will guide and serve teachers administrators and parents Provided by publisher

Literacy Look-Fors Elaine K. McEwan-Adkins, 2011-11-01 Through a unique seven step process administrators and literacy leaders will gain a solid understanding of how to assess and build instructional capacity overcome roadblocks develop professional growth opportunities and create a balanced literacy program Learn how to identify the look fors that provide evidence of effective literacy instruction and bring all students to grade level or well above

Teaching for Student Learning Dick Arends, Ann Kilcher, 2010-02-25 Teaching for Student Learning shows teachers how to integrate research and the wisdom of practice into their teaching emphasizing how accomplished teachers acquire and apply evidence based practices in support of student learning

English Learners in the Mathematics Classroom Debra Coggins, 2014-08-19 Research based strategies to reach English learners now aligned with the Common Core Instead of just watching your English learners struggle ensure that they develop high level math skills and gain greater fluency in English Debra Coggins bestselling book has helped many teachers achieve these intertwined goals by offering strategies that support mathematics learning along with language acquisition for English Learners Now in its second edition English Learners in the Mathematics Classroom addresses Common Core requirements enabling your students to build 21st century skills that will serve them well into the future Through this trusted resource you ll develop specialized teaching strategies that can be adapted across grade levels for students at all stages of English language acquisition You ll discover Mathematics lesson scenarios in every chapter directly connected to the Common Core Standards and the Standards for Mathematical Practice Instructional approaches that promote participation hands on learning and true comprehension of mathematics concepts that benefit all students Sample lessons visuals and essential vocabulary that connect mathematical concepts with language development Whether you are rediscovering this book or picking it up for the first time you ll find standards based strategies that will enable your English learners to enjoy and master mathematics The ideas and strategies in this book supported by research and field experiences will benefit ALL students because they are addressing learning challenges that are common for many learners Trudy Mitchell Middle School Math Consultant San Diego CA This is by far the best book on designing mathematics instruction for English learners The short but thorough research reviewed in each chapter gives background for why the teaching tips are so important in developing mathematically literate students Dan Battey Associate Professor Rutgers University

Your Science Classroom: Becoming an Elementary /

Middle School Science Teacher M. Jenice Goldston, Laura Downey, 2012-01-18 Designed around a practical practice what you teach approach to methods instruction Your Science Classroom Becoming an Elementary Middle School Science Teacher is based on current constructivist philosophy organized around 5E inquiry and guided by the National Science Education Teaching Standards Written in a reader friendly style the book prepares instructors to teach science in ways that foster positive attitudes engagement and meaningful science learning for themselves and their students *Science Formative Assessment, Volume 1* Page Keeley, 2015-09-09 Formative assessment informs the design of learning opportunities that take students from their existing ideas of science to the scientific ideas and practices that support conceptual understanding Science Formative Assessment shows K 12 educators how to weave formative assessment into daily instruction Discover 75 assessment techniques linked to the Next Generation Science Standards and give classroom practices a boost with Descriptions of how each technique promotes learning Charts linking core concepts at each grade level to scientific practices Implementation guidance such as required materials and student grouping Modifications for different learning styles Ideas for adapting techniques to other content areas Hard-to-teach Biology Concepts Susan Koba, Anne Tweed, 2009 The book is not a prescribed set of lessons plans Rather it presents a framework for lesson planning shares appropriate approaches for developing student understanding and provides opportunities to reflect and apply those approaches to the five hard to teach topics *Learning to Be Teacher Leaders* Amy D. Broemmel, Jennifer Jordan, Beau Michael Whitsett, 2015-08-20 Learning to Be Teacher Leaders examines three integrated components of strong pedagogy assessment planning and instruction within a framework emphasizing the knowledge skills and dispositions that can empower teachers to become teacher leaders within their schools Combining the what why and how of teaching the research based concepts presented in a pragmatic format are relevant across grade levels classrooms and content areas Designed to support success on national licensure assessments this text brings together in one place the important features of learning to be an effective teacher and becoming a teacher leader who continues to grow and develop within the profession Taking a student centered approach to instruction it also recognizes the outside factors that can challenge this approach and provides strategies for coping with them Using this book as a guide and resource pre service and beginning teachers will focus on the most important factors in teaching resulting in strengthening their pedagogy and developing a language that helps them move forward in terms of agency and advocacy A Companion Website provides additional resources for instructors and students **What English Language Teachers Need to Know Volume II** Denise E. Murray, MaryAnn Christison, 2010-10-04 Designed for pre service teachers and teachers new to the field of ELT Volume II and its companion are companion textbook Volume I are volumes organized around the key question What do teachers need to know and be able to do in order for their students to learn English Volume I covers the characteristics of the context in which teachers work how English works and how it is learned and the teacher s role in the larger professional sphere of English language education Volume II covers the three main facets of teaching planning

instructing and assessing The focus throughout is on outcomes that is student learning The texts work for teachers across different contexts countries where English is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general English workplace English English for academic purposes or English for specific purposes **Early Years Science Education** Mike Watts, Alison Silby, 2020-04-28 The educational provision for early years is growing and changing across many parts of the world not least in the UK While this book leans heavily on the mounting literature on early child development in its broadest sense physically emotionally linguistically its central focus lies squarely on the growth of children's scientific thinking and activities Written by educators this book is based both on formal educational research and professional practice in action The authors describe children's science concept development their curiosity driven exploration emergent ecological literacy their learning through science play the assessment of early learning the role of parents and practitioners within early education contexts and some question the very basis of the science being taught Illustrations and examples of practice are not confined to the UK though the messages to be derived from each chapter have application way beyond the immediate context This book was originally published as a special issue of Early Child Development and Care Literacy for All Students Rebecca Powell, Elizabeth Rightmyer, 2012-04-27 The Culturally Responsive Instruction Observation Protocol CRIOP is a framework for implementing culturally relevant literacy instruction and classroom observation Drawing on research and theory reflecting a range of perspectives multicultural instruction literacy theory equity pedagogy language and discourse models sheltered instruction critical pedagogy it provides a means for assessing the many variables of classroom literacy instruction and for guiding practitioners in their development as multicultural educators Literacy for All Students Discusses issues in multicultural literacy instruction within the context of various essential instructional components such as assessment curriculum parent collaboration Provides a protocol for observing features of literacy instruction for culturally and linguistically diverse students Presents vignettes from real classrooms written by elementary and middle school teachers showing their victories and struggles as they attempt to implement a pedagogy that is culturally responsive within a climate of high stakes testing A highly effective instrument for assessing culturally responsive literacy instruction in schools the CRIOP serves as a model for realizing a literacy that is both relevant and transformative

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