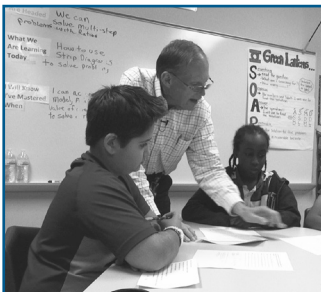
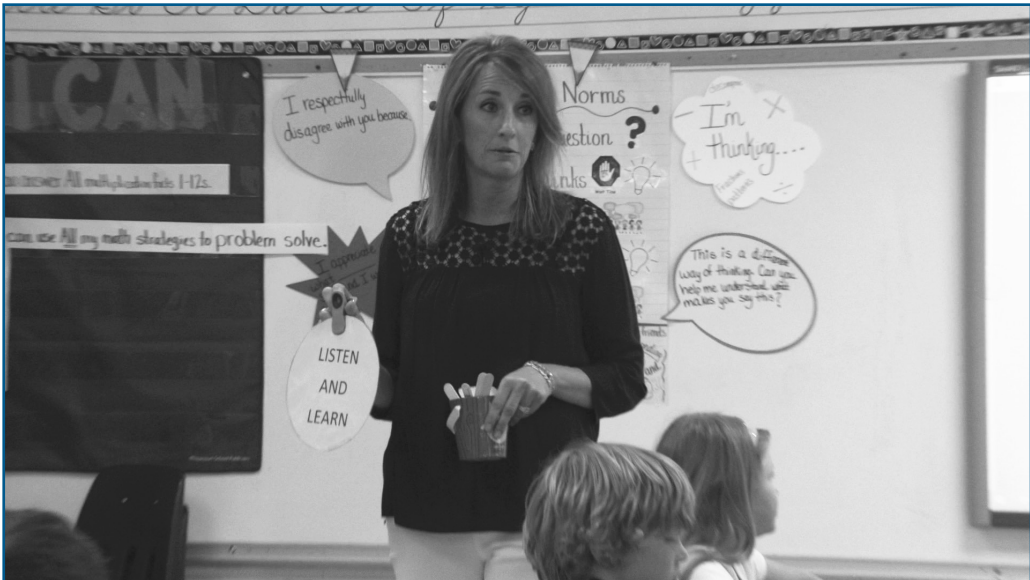
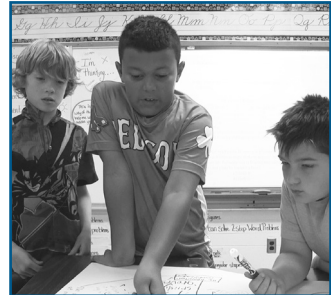


INTRODUCTION

Sources of Renewal



By the time it came to the edge of the Forest the stream had grown up, so that it was almost a river, and, being grown-up, it did not run and jump and sparkle along as it used to when it was younger, but moved more slowly. For it knew now where it was going, and it said to itself, "There is no hurry. We shall get there some day."

—A. A. Milne, *The House at Pooh Corner*
(1928/1992, pp. 92–93)

Quality questioning is an organic and dynamic process. Imagine a river whose source springs from continual teacher learning through reflection on daily classroom practice and whose bedrock is knowledge born of research-based principles. Envision tributaries that renew the main stream with deeper understandings of the process, based on emerging research and analysis. Consider the changing environment that affects the course and composition of the flow.

Quality questioning as a river is a metaphor that conveys the timeless but ever-changing nature of a process we believe is central to effective teaching and learning. In *QQ2E*, as we fondly call this second edition of *Quality Questioning*, we seek to capture the essence of this evolving process. This edition builds on the original, which was published over a decade ago, extending and expanding it in consideration of significant new research; monumental change in the educational landscape; and, most important, our own learning with and from classroom teachers. Our work with quality questioning has been a journey over time, and these new forces provided impetus for continued exploration and discovery.

The past decade produced important new ideas related to the core practices we associate with quality questioning. Our understanding of the nature and purposes of questions is broadened by Norman Webb's advancement of the Depth of Knowledge. Our advocacy for collaborative teacher thinking as a mechanism to create quality questions is reinforced and extended by Rick DuFour and others' forward thinking on the work of professional learning communities. Dylan Wiliam's advanced thinking about formative assessment and feedback provides important insights into the characteristics of questions that serve this function. Many practitioners and thought leaders, including Ron Berger, enlarge our thinking about the value in providing students with the tools and opportunity to become true partners in the learning process. And the findings of neuroscientists add to our understanding of student thinking, both cognitive and metacognitive, and how to make it visible through questioning. The work of David Perkins, Ron Ritchhart, and others at Harvard University's Project Zero continues to transform these findings into practical strategies for teaching and learning. In this new edition, you will see that the work of these and dozens of other scholars shaped our renewed thinking about the questioning process.

Finally, John Hattie's synthesis of over 900 meta-analyses of thousands of research studies (2012) strengthens our case that quality questioning deepens learning through dialogue and related strategies and that questioning promotes feedback to teachers and students alike. In this edition, you will encounter references to 11 influences identified by Hattie as strongly affecting student achievement. Each of these has a direct connection to quality questioning practices. Hattie's work validates our approach to questioning.

Sea changes have occurred in education and in the broader culture since we wrote the first edition of *Quality Questioning*. New state and national curriculum standards and assessments, in particular, place increased emphasis upon higher levels of cognition to deepen knowledge. Primary among these are the Common Core State Standards that were unveiled four years after the publication of the first edition. While new standards have reinforced our emphasis on questions as catalysts for advancing student thinking, the accelerated availability and use of technology, especially the diversity of student response systems, has increased the potential for engaging *all* students in responding, both in class and online. New demands in the workplace strengthen the imperative that *all* students leave school with the ability to ask questions, collaborate on teams to solve problems, and develop respectful relationships with those who think differently or look different. These issues receive even greater emphasis in *QQ2E*.

Our learning with and from teachers and other educators represents the most important contribution to our expanded thinking. Over the past decade, we've facilitated professional learning with thousands of teachers across the nation and beyond. We've had the opportunity to partner with many schools and districts over time. Through dialogue with teachers and classroom observations, we continue to gain new insights about the challenges and successes associated with transforming classrooms into places of inquiry and changing teacher and student roles and responsibilities. We've learned from teachers who dare to take risks, engage in reflective practice, partner with their students, and collaborate with their colleagues throughout the process. *QQ2E* incorporates the wisdom of these practitioners and, like our previous work, seeks to honor and respect the complexity of teaching and the courage of those who strive to hone their practice day in and day out. We are humbled by the willingness of so many to explore with us this process about which we remain so passionate.

Like its predecessor, *QQ2E* is addressed to all teachers and educational leaders, K–12, of all content areas and role types. Throughout the book we offer examples that span grades and content areas, but the themes and strategies, like questioning itself, are universal. Because questioning is a central process to teaching in whatever context, key messages are for all.

What's in This Book

Whereas the first edition of this book focused on the five-stage QUILT process, this book explores six core practices in what we call the 6Ps Framework: prepare the question, present the question, prompt student thinking, process student responses, polish questioning practices, and partner with students. Five chapters elaborate on the first five core practices and provide strategies, tools, and examples to assist with transfer to the classroom setting. Included throughout the book are special features that will help you address the sixth core practice (partnering with students), deepen your understanding, and apply what you are learning. Chapter content and special features are described below.

Chapter Content

Chapter 1, Setting the Stage: What Is Quality Questioning? The inaugural chapter of the book gives definition to the term *quality questioning* and establishes it as a process that spans the teaching and learning process—from preparation to reflection. We offer the cycle for quality questioning, composed of five core questioning practices and a sixth that enables the classroom transformation imagined when the process is activated. Also presented is the 6Ps Framework that features the six practices along with key behaviors associated with each. The shift from traditional questioning to quality questioning practices requires adoption of essential beliefs and of new roles and responsibilities for students and teacher alike. We preview these in this opening chapter.

Chapter 2, Prepare the Question: What Are the Distinguishing Features of Quality Questions? In this chapter, we spotlight the six different purposes of questions and their relationship to specific types of questions. We also take a brief look at the levels of knowledge—surface to deep to conceptual—associated with student learning and the implications for framing questions. We emphasize the importance of planning a limited number of focus questions prior to class. Additionally, we spotlight the importance of partnering with students to create a shared understanding that the primary purpose of questions is to build knowledge, not just surface right answers.

Chapter 3, Present the Question: How Can Teachers Engage All Students in Thinking and Responding? Here we present strategies that maximize the engagement of *all* students in questioning and responding. We provide examples of alternate response structures that teachers can use as they decide how to call for responses to each focus question. Included are technology-supported “all student response” options. We introduce the

concept of Think Time 1 and emphasize the importance of teaching students how to use extended silence to think about what the question is asking and what current knowledge they can connect to the query. Woven throughout this chapter is the importance of partnering with students to create a shared expectation that everyone is responsible for using time to consider what they think they know about the topic or issue embedded in a question.

Chapter 4, Prompt Student Thinking: How Can Teachers Assist Students in Making Connections? We underscore our belief that the purpose of questions is to activate what students *think they know* about a given question and to assist them in clarifying any misunderstandings. This chapter explores the use of verbal prompts, a powerful nonverbal prompt—Think Time 2—and follow-up questions to surface student thinking and speaking and scaffold their learning. If teachers are to assist students in making connections, they must commit to active listening focused on understanding the thinking behind the student’s response. Student partnership is critical to the success of this stage: Students must buy into the idea that teacher follow-up questions signify a teacher’s caring that each one of them learn, and each student must feel both comfortable and accountable to stay in the game, even if the student’s initial response was off track.

Chapter 5, Process Responses: How Can Teachers Use Feedback to Deepen Student Thinking and Learning? We look at feedback and how it can promote both teacher and student learning. We also explore questioning strategies teachers can use to deepen students’ thinking about facts and concepts and to help students make complex connections between and among the ideas and/or principles on which they are focusing. If students are to learn from one another’s responses and collaborate to deepen each individual’s knowledge, they must be willing to partner with the teacher and with one another to this end. This doesn’t just happen; teachers encourage and scaffold this mindset and way of learning together.

Chapter 6, Polish Questioning Practices: How Can Ongoing Reflection and Dialogue About Classroom Questioning Improve Teaching and Learning? Classroom questioning is a complex process. Many variables affect the quality of the process, including teacher planning and skill level, student understanding of the purposes of questioning and of their roles and responsibilities, the classroom culture that teachers cocreate with students, and the existence of a professional community whose members challenge and support one another. In this final chapter, we spotlight ways teachers can collaborate with their students and with one another to improve questioning processes that bolster student engagement, thinking, and learning.

Special Features

Partner With Students. Partnering with students receives increased emphasis in this edition and is woven into each chapter. Each *Partner With Students* segment highlights a specific norm, behavior, and/or big idea related to student engagement with and ownership of quality questioning. Each segment can be converted into a minilesson for students related to a specific quality questioning belief or practice. These suggested conversations and activities with your students will reinforce their understanding of the importance of identified quality questioning practices. They are designed to be woven into classroom reflections over the course of a year and to serve as reminders to both you and your students of the importance of working together to create a quality questioning classroom.

QR Codes. You can use *QR codes* to link to videotaped classroom or school examples related to practices, behaviors, or ideas presented in the book. Each educator featured in these videos is on a journey to be more intentional in his or her use of quality questioning practices with their students. We hope you will view these videos not so much as exemplars, but as opportunities for personal and collegial reflection about your own use of the featured practice.

Think and Talk! Adults, like students, learn best when given the opportunity to talk with their peers. Ideally, you will have the occasion to discuss the ideas presented in this book with colleagues, whether in a formal book study or through informal conversation. You can use the questions in the *Think and Talk!* segments to facilitate collaborative dialogue.

Review and Reflect. At the end of each chapter is a *Review and Reflect* chart identifying the key ideas in the chapter and accompanied by questions to prompt self-assessment of current beliefs and practices. We encourage you to pause and reflect at these points. Doing so will help you consolidate your understanding of the ideas presented throughout the chapter and relate these ideas to your current practice.

In the decade since we wrote the first edition of *Quality Questioning*, our passion for this work has not diminished, nor has the need that spurred our initial work. The gap between the promise and the practice of classroom questioning remains wide and deep and, as a result, the gaps between advantaged and disadvantaged learners continue to grow. Our hope is that this book will both inspire you and serve as a resource for your continuing the work of quality questioning in your classroom, school, and broader professional community.