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| **Practice with Asking the Right Questions (LDC)** | | | | |
| **Guideline** | **Non-Example** | **Example** | **Practice** | **Notes** |
| 1. Avoid yes/no openers such as “Did you… Can you… Have you… “ | Did your students learn what you wanted them to learn? | What did you see and hear from students that let you know whether or not they learned what you intended? | Do you have scoring criteria identified in your mini-task? |  |
| 2. Eliminate “Why” | Why didn’t you tell the students the learning target before you began the lesson? | What went into your decision about how to begin the lesson? | Why did you choose that text for this module? |  |
| 3. Delete judgment words, negative assumptions and embedded advice | Maintaining a respectful classroom is extremely difficult. How can you possibly manage this goal with this group of students? | Given the importance of a respectful classroom environment, what strategies might you use to maintain that expectation with your class? | Round-robin reading is not a good practice. How else could you engage students in this mini-task? |  |
| 4. Use open-ended questions that invite complex thinking and reflecting | What students were engaged? | Thinking about your lesson, what is your analysis of the level of consistent engagement by your students? | Are you pleased with how your module implementation is going? |  |
| 5. Use plural nouns | Thinking about the students in your class, what strategy will you use to achieve your goal? | Thinking about the students in your class, what strategies will you use to achieve your goal? | What will be the intervention approach for students who you foresee having difficulty with this instructional strategy? |  |
| **Guideline** | **Non-Example** | **Example** | **Practice** | **Notes** |
| 6. Use introductory phrases such as “As you… When you… While you… Given that… Thinking about…” | What do you communicate to students’ families about the curriculum? | Thinking about what is most important for students’ families to know and understand, what do you communicate to them about the curriculum? | How did you determine your skills ladder? |  |
| 7. Use exploratory language such as “Might… If… If any… If anything…” | As you reflect upon implementing the Common Core Standards, what assistance would you like from me? | As you reflect upon implementing the Common Core Standards, how might I be a support? | As you think about my role as a TOT, how can I support your work? |  |
| 8. Precede the question with a framing sentence when appropriate | As you look at the standards, which ones are most challenging to you? | Teaching is a lifelong learning profession. At this point in your career, as you look at the standards, which ones are most challenging to you? | As you think about the abilities of your students, what are some of the biggest areas of concern? |  |
| 9. Listen to and assess the context in order to craft the question | Speaker says, “I’m elated that our school has book study groups to promote professional growth.”  Teacher leader says, “What page are you on in the book you are studying?” | Speaker says, “I’m elated that our school has book study groups to promote professional growth.”  Teacher leader says, “As you think about the book you are reading, what are some key points?” | Speaker says, “I am totally frustrated by the number of students who failed the assessment!”  Teacher leader says, “How many students failed?” |  |