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!!! 3 things learned

* There are 4 elements of quality questioning that inquiry-centered leaders need to understand and use: crafting quality questions, presenting questions to encourage engagement, extending thinking (with use of Wait Time 1 and 2 and verbal/nonverbal responses) and creating a culture of inquiry
* There are also 4 leadership functions leaders can use to enhance the intentional use of quality questioning: maximizing- building capacity in others, mobilizing- process of getting others ‘on board’, mediating- helping people with differing perspectives understand each other, and monitoring- assessing the extent to which goals are being met
* Leaders can get better at crafting quality questions by identifying the focus of their questions, clarifying a purpose (knowing what the learning should look like/using open-ended vs. closed questions), select a process to elicit responses from *all* learners, and carefully word questions to avoid common errors.

++ 2 connections made

* Research from Rowe on Wait Time- We’ve discussed this in our Strategic Teaching trainings and I have really been working on Wait Time *2* (waiting 3-5 seconds *after* participants respond before I say anything). I’m not there yet, but I am working on it!
* Parts of the reading emphasized how to use alternate response formats to actively engage ALL participants in thinking and responding- our team gives a lot of thought to this when planning PD, but we can always get better at this by being very deliberate when assigning/specifying roles to ensure that less active participants are given opportunities to share in the learning

? 1 question

* The authors emphasize that effective leadership depends on the skillful use of quality questioning and requires a more ‘inquiry-based’ approach of leadership vs. ‘command-and-control’ leadership. My question is this: If we know this to be the case, why are so many newly-hired principals still so ‘old-school’. It seems to me they are hired based on basic management skills vs. instructional leadership abilities. How can we expect true systemic change when our school leaders don’t really believe in shared/inquiry-based leadership?