

Crafting Growth Questions to Promote Educator Reflection

Questions that promote educator reflection are composed of five key elements:

1. A situation (and possible conditions) is described,
2. Teacher thinking and/or practice is outlined,
3. A choice is identified,
4. A decision is identified, and
5. Student impact is identified.

Examples:

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|--------------------------------------|--|--|---|---|
| Situation | <i>"When you are teaching and asking questions</i> | <i>"When you are planning your units of study</i> | <i>"When you evaluate your teaching</i> | <i>"When planning your lessons around the Utah Core Standards</i> |
| Teacher thinking and practice | <i>and thinking about when to provide wait time and how much time to give,</i> | <i>and thinking about the selection of objectives to build into the units,</i> | <i>and are deciding whether students are learning what you intend them to learn</i> | <i>and thinking about what activities you might use</i> |
| Choice | <i>what criteria do you use</i> | <i>how do you decide among all the objectives you could teach</i> | <i>what considerations do you make</i> | <i>what thoughts go through your mind</i> |
| Decision | <i>to make wait time decisions</i> | <i>which objectives to teach</i> | <i>to decide how you will</i> | <i>about which activities to select</i> |
| Student impact | <i>that provide each student the opportunity to learn the objectives of the lesson?"</i> | <i>to move student forward in their learning?"</i> | <i>assess whether students are experiencing 'success?'"</i> | <i>to impact student achievement?"</i> |

adapted from *The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time.*