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**1) What Makes a Question Essential?**

	<b>Danielson</b>	<b>Marshall</b>	<b>Marzano</b>	<b>McREL</b>	<b>Stronge</b>	<b>ISLLC</b>
Two Sides of a Coin <ul style="list-style-type: none"> <li>Content Standards</li> <li>Stimulate Thinking</li> </ul>	1a - Content Knowledge 3b - Question Quality	Ab - Standards  Ac - Units (planned with EQs)	2.44 Content Standards  1.11 New Information	3A Align instruction to standards  4E Teachers help students develop critical thinking skills	1.1 Curriculum standards  1.2 Student higher level thinking	2B Coherent curricular program  2G Quality instruction
Intent Trumps Form <ul style="list-style-type: none"> <li>Why you ask a question matters more than how you phrase it</li> </ul>	1e - Designing Coherent Instruction	Af - Lessons  Ag - Engagement	1.24-32 Engaging Students	4E Teachers help students develop critical thinking skills	1.2 Student higher level thinking	2G Quality instruction
Overarching vs Topical EQs <ul style="list-style-type: none"> <li>Specific essential questions are topical</li> <li>General questions are overarching</li> </ul>	1a - Knowledge of Content and Pedagogy	Aa - Knowledge  Ac - Units (planned with EQs)	2.42-44 Planning and Preparing	3B Teachers know the content	2.4 Aligns lesson objectives to curriculum and student needs  2.5 Develops long- and short-range plans	2B Coherent curricular program
Metacognitive and Reflective Questions <ul style="list-style-type: none"> <li>Learning how to learn</li> </ul>	2b - Culture for Learning  3d - student self-assessment	Dd - Self-assessment	1.13 - Reflecting on Learning	1A Teachers lead in their classrooms  4H Assess student learning	4.2 Students monitor their own progress	2C Personalized and motivating learning environment for students

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<i>Nonessential Questions:</i>						
• Questions that Lead	3d - monitoring learning	Dc - On-the-Spot	1.6-13 Interact with New Knowledge	4H Assess student learning	1.8 Checks for understanding  5.7 Attends to student responses	2E Monitor student progress
• Questions that Guide	3d - feedback to students	Db - Diagnosis	1.14-20 Practice and Deepen Knowledge	4C Use a variety of instructional methods	4.7 Constructive and frequent feedback to students	2G Quality instruction
• Questions that Hook	3b - discussion techniques 3c - Engaging Students	Cd - Connections	1.21-23 Generate and Test Hypotheses	4B Plan instruction appropriate for students	3.1 Engages and maintains students in active learning	2C Motivating learning environment

## 2) Why Use Essential Questions?

	<b>Danielson</b>	<b>Marshall</b>	<b>Marzano</b>	<b>McREL</b>	<b>Stronge</b>	<b>ISLLC</b>
Signaling that Inquiry is a Key Goal	2b - Culture for Learning	Ba - Expectations	1.36-38 Relationships with Students	1A Teachers lead in their classrooms	5.4 Establishes a climate of trust	2C Motivating learning environment
Making a Unit Intellectually Engaging	1e - Designing Coherent Instruction	Ag - Engagement	1.24-32 Engaging Students	3D Make instruction relevant to students	3.1 Engages students in active learning	2C Motivating learning environment

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Helping to Clarify and Prioritize Standards for Teachers	1a - Content 1f - criteria and standards	Ab - Standards	1.1 Clear Learning Goals	3A Align instruction with standards	1.1 Addresses appropriate curriculum standards	2B Coherent curricular program
Providing Transparency for Students	2b - expectations 2a - Respect and Rapport	Ba - Expectations Bc - Respect	1.39-41 High Expectations for all Students	1A Teachers lead in their classrooms	3.4 Reinforces learning goals	2C Motivating learning environment
Encouraging and Modeling Metacognition	2b - expectations for learning	Dd - Self-assessment	1.13 Reflecting on Learning	4H Teachers assess student learning	4.2 Involves students in monitoring progress	2C Motivating learning environment
Providing Opportunities for Intra- and Interdisciplinary Content	2b - importance of content	Cd - Connections	2.42 Effective Scaffolding  1.6-13 Interact with New Knowledge	3C Interconnectedness of content	1.3 Link present content with other learning experiences	2B Coherent curricular program
Supporting Meaningful Differentiation (high expectations)	1b - Knowledge of Students 1e - Designing Coherent Instruction 3c - Engaging Students	Ai - Differentiation  Ch - Differentiation  Ca - Expectations	1.39-41 High Expectations for all students	2C Teachers treat students as individuals	3.3 Differentiates instruction	2G Quality instruction

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### 3) How Do We Design Essential Questions?

	<b>Danielson</b>	<b>Marshall</b>	<b>Marzano</b>	<b>McREL</b>	<b>Stronge</b>	<b>ISLLC</b>
Unpacking Standards to Develop EQs	1f - criteria and standards	Aa - Knowledge Ab - Standards	1.44 Established Content Standards	3B Teachers know the content	1.2 Key content elements  1.4 Accurate knowledge of subject	2B Comprehensive, rigorous, coherent program
Deriving EQs from Desired Understandings	1c - Setting Instructional Outcomes	Ac - Units	1.1 Clear Learning Goals	3B Teachers know the content	2.4 Aligns lesson objectives to curriculum	2B Comprehensive, rigorous, coherent program
Working from Overarching Questions	1e - Designing Coherent Instruction	Ac - Units	1.1 Clear Learning Goals	3B Teachers know the content	2.5 Develops long- and short-range plans	2B Comprehensive, rigorous, coherent program
Considering Possible or Predictable Misconceptions	1b - Knowledge of Students	Ae - Anticipation	1.18 Examining Errors in Reasoning	4A Know appropriate levels of instruction	2.3 Plans for differentiated instruction	2E Assessment of student progress
Considering the Facets of Understanding	1f - Designing Student Assessments	Db - Diagnosis Dc - On-the-spot	1.2 Tracking Student Progress	4H Teachers assess student learning	4.1 Uses pre-assessment data  4.3 Uses variety of assessment strategies	2E Assessment of student progress

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Revising Essential Questions	4a - Reflecting on Teaching	Dj - Reflection	3.51 Effectiveness of Lessons and Units	5A Teachers analyze student learning	2.5 Adapts plans when needed	2I Impact of instructional program
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#### 4) How Do We Use Essential Questions?

	Danielson	Marshall	Marzano	McREL	Stronge	ISLLC
New Rules (A culture that supports inquiry)	2b - Establishing a Culture for Learning	Cb - Mindset	1.36-38 Effective Relationships	1A Teachers lead in their classrooms	5.4 Establishes a climate of trust and teamwork	2A Culture of collaboration, trust, learning, high expectations
Processes for Implementing Essential Questions	1e - Designing Coherent Instruction	Bd - Social-emotional	1.4 Classroom Routines	1A Teachers lead in their classrooms	5.2 Establishes clear expectations for procedures	2G Quality instruction
Response Strategies	3b - Using Questioning and Discussion Techniques	Cf - Repertoire	1.26 Response Rates	4C Use a variety of instructional methods	3.5 Variety of effective instructional strategies	2G Quality instruction
Handling Inaccurate or Inappropriate Responses	2d - Managing Student Behavior	Bi - Prevention	1.24 Consequences	4G Communicate effectively	5.2 Fairly enforces classroom rules	2A Culture of high expectations
Inviting Students' Questions	3b - Using Questioning and Discussion Techniques	Cg - Engagement	1.24-32 Engaging Students	4E Help students develop critical thinking	1.2 Facilitates students' use of higher level thinking skills	2A Culture of collaboration

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Developing Questioning Autonomy	3b - Using Questioning and Discussion Techniques	Cg - Engagement	1.24-32 Engaging Students	4F Help students work in teams and develop leadership qualities	5.4 Establishes climate of teamwork	2A Culture of trust
Socratic Seminar	3b - Using Questioning and Discussion Techniques	Cg - Engagement	1.24-32 Engaging Students	4C Use a variety of instructional methods	3.5 Variety of effective instructional strategies	2A Culture of learning

### 5) How Do We Address Implementation Challenges and Special Cases?

	<b>Danielson</b>	<b>Marshall</b>	<b>Marzano</b>	<b>McREL</b>	<b>Stronge</b>	<b>ISLLC</b>
Making EQs Kid-Friendly	2a - Creating an Environment of Respect and Rapport  3c - Engaging Students in Learning	Cc - Goals  Ce - Clarity	1.1 Clear Learning Goals	4G Communicate effectively	1.7 Understands students' intellectual, social, emotional development	2C Personalized and motivating learning environment

### 6) How Do We Establish a Culture of Inquiry in Classrooms?

	<b>Danielson</b>	<b>Marshall</b>	<b>Marzano</b>	<b>McREL</b>	<b>Stronge</b>	<b>ISLLC</b>
Element #1: Nature of the Learning Goals	1c - Setting Instructional	Cc - Goals	1.1 Clear Learning	3A Align instruction with	1.1 Appropriate curriculum	2B Comprehens

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	Outcomes		Goals	standards	standards	ive, rigorous, coherent curricular program
Element #2: The Role of Questions, Teachers, and Students	2b - Establishing a Culture for Learning	Bd - Social-emotional	1.24-32 Engaging Students	Standard 4: Teachers Facilitate Learning for Their Students	3.1 Engages students in active learning	2C Personalized and motivating learning environment
Element #3: Explicit Protocols and Codes of Conduct	2d - Managing Student Behavior	Ba - Expectations	1.4 Classroom Routines	1A Teachers lead in their classrooms	5.2 Clear expectations for classroom rules and procedures	2A Culture of high expectations
Element #4: Safe and Supportive Environment	2a - Creating an Environment of Respect and Rapport	Bb - Relationships	1.36-38 Effective Relationships	2A Nurturing relationships	5.4 Climate of trust and teamwork	2A Culture of trust
Element #5: Use of Space and Physical Resources	2e - Organizing Physical Space	Aj - Environment	1.5 Physical Layout	1A Teachers lead in their classrooms	5.1 Safe environment	2A Culture of learning
Element #6: Use of Time in and out of Class	1e - Designing Coherent Instruction  4a - Reflecting on Teaching	Af - Lessons  Dj - Reflection	1.24-32 Engaging Students  3.50-52 Evaluating Performance	4B Plan appropriate instruction  5A Analyze student learning	3.1 Engages students in active learning  2.5 Adaps plans when needed	2G Quality instruction  2I Monitor impact of program

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Element #7: Use of Texts and Other Learning Resources	1d - Demonstrating Knowledge of Resources	Ah - Materials	2.45-46 Materials and Resources	4C Use a variety of instructional methods	3.5 Variety of strategies and resources	2H Promote use of effective technologies
Element #8: Assessment Practices	1f: Designing Student Assessments  3d: Using Assessment in Instruction	Domain D - Monitoring, Assessment, and Follow-Up	1.2 Tracking Student Progress  1.3 Celebrating Success	4H Assess student learning	Standard 4: Assessment of/for Learning	2E Assessment and accountability systems

#### 7) How Do We Use Essential Questions Beyond the Classroom?

	<b>Danielson</b>	<b>Marshall</b>	<b>Marzano</b>	<b>McREL</b>	<b>Stronge</b>	<b>ISLLC</b>
Using EQs with Staff and Colleagues and Professional Learning Communities	4d - Engaging with the Professional Community	Fi - Collaboration	4.55 Positive Interactions with Colleagues	1B Teachers demonstrate leadership in the school	6.8 Collaboration with teaching colleagues	2F Instructional and leadership capacity of staff