Examples of Quality Questions for Maximizing Performance

Quality Question for Encouraging Individuals to Grow and Learn, Personally and Professionally.
1. What did you learn from this experience?
2. What evidence can you collect to determine the impact of this new strategy on student learning?
3. If you could start this project anew, what would you do differently?
4. Is there someone on the faculty with whom you’d be willing to develop a “critical friend” relationship?

Quality Questions for Encouraging an Individual to Work Toward Organizational Goals
1. What kind of support would it take to enable you to achieve this goal?
2. What kinds of question do you have about “the end we have in minds?”
3. In what ways does this goal align with your own values and aspirations?
4. Imagine what it would feel like to have all of your students actively engaged in learning. Think aloud about what you are doing when this is happening.

Quality Questions for Building Collective Will to Meet Challenges
1. What can we do to support one another in our quest to become a school of excellence?
2. What are our collective and individual strengths? In what ways can we build upon one another’s individual strengths?
3. How will we know that we are on the right track—that we are improving our skills and effectiveness in this area?
4. What can we do to celebrate milestones along the way?

Examples of Quality Question for Mobilizing Groups and Individuals
1. Let’s begin with the end in mind What difference will it make for our students if we are able to accomplish this?
2. What can you contribute to make this initiative effective?
3. What do you believe to be our primary purpose for adopting this initiative?
4. Why do you think we should pursue this course?
5. In what ways do the elements of this program align with our core values?
6. What are we trying to create together?
7. What is one thing that you’d be willing to do tomorrow to get this process rolling?
8. What matters most to you? Which one of these alternatives best matches that value?
9. Who can you work with to develop these ideas?
10. What can you stop doing so that you can be a part of this team?
11. Create an alternative to this design—one that will work in our school.
Example of Quality Questions for Mediating

Quality Questions for Seeking to Help Others Understand and Manage Conflict
1. What would you like to occur as a result of this conversation?
2. Describe what happened in your own words.
3. What is your perception of the problem?
4. What might have happened to cause you to react in this way?
5. What are we here? What is our purpose?
7. What did you think it meant when he made that statement?
8. Help us understand how you felt when this happened.
9. If you could go back to the incident, what would you do differently?
10. Put yourself in the other party’s position. Why do you think she may have acted as she did?

Quality Questions for Attempting to Assist Other in Making Meaning of Difficult and Potentially Controversial Issues
1. What is your approach to this particular practice?
2. Can you generate alternative ways of approaching this particular issue?
3. What assumptions are you making?
4. What experiences have you had with this particular practice or program?
5. Can you identify what contributed to your way of thinking about this?
6. What concerns do you have about this potential change?
7. What is the worst thing that might happen if you accepted…?
8. What do you think we mean when we say…?
9. Identify ways in which this seems different from what you are currently doing.

Examples of Quality Questions for Monitoring Progress
1. What kind of evidence would help us know that we are making progress toward our goal?
2. What student behaviors are you looking for as you implement this new behavior plan?
3. What should we expect to see when we conduct the walkabouts to let us know that this program is being implemented?
4. What do these data points tell us about student use of effective questioning strategies?
5. Speculate on the antecedents of excellence. What factors may be contributing to this success?
6. If we believe that a flexible schedule could assist in efforts to differentiate instruction, what type of evidence could we collect to test this hypotheses?
7. In what ways can we self-monitor our use of this new strategy?