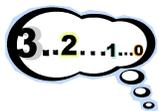## EIGHT CATEGORIES OF PERIODS OF SILENCE

1. Post-Teacher Question Wait Time

2. Within-Student's Response Pause-Time

3. Post-Student's Response Wait Time

4. Student Pause-Time

5. Teacher Pause-Time

6. Within-Teacher Presentation Pause-Time

7. Student Task-Completion Work-Time

8. Impact Pause-Time

For more information on each of these periods of silence, go to:

http://www.montgomeryschoolsmd.org/departments/development/documents/diversity/Tip4.pdf

STRAWBERRY KNOLL

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3...2...1...0 Silently Count backwards from 3

Wait Time

STRAWBERRY KNOLL

WAIT TIME

EQUITABLE CLASSROOM PRACTICES

STRAWBERRY KNOLL ELEMENTARY SCHOOL

WAIT TIME RESEARCH

Most teachers practice very little "wait time" or "latency", typically less than or about one second. Mary Budd Rowe (1972) invented the concept of "wait time" as an instructional variable. She found that the period of silence that followed teacher questions and students' completed responses lasted less than 1.5 seconds in typical classrooms. Her research involves teacher use of a silent period of 3 or more seconds after questioning.

The goal is to use 3 seconds as a minimum time period of silence. After at least 3 seconds, a significant number of positive things happen to students and teachers

Wait time 1 and 2
Do you use both?

Wait Time 1: Teacher silently waits at least 3-5 seconds for a student's response after posing a question.

Wait Time 2: Teacher silently pauses at least 3 seconds to consider the student's response before affirming, correcting, or probing.

Teacher pauses silently following a student's response to allow students to consider their reactions, responses, and extensions.

Teacher structures silent think time before expecting students to respond.

Positive effects of "wait time" on students

- Length and correctness of student responses increases

- "I don't know" responses decrease

- Appropriate volunteered answers by a larger number of students greatly increases

- Student achievement on academic tests tend to increase

- Increased evidence of student to student interactions

Positive effects of "wait time" on teachers

- Questioning strategies are more varied and flexible

- Question quantity decreases while quality and variety increases

- Questions are asked that require more complex information processing and higher-level thinking on the part of students

References and Resources

http://www.ericdigests.org/1995-1/think.htm

http://sce4361-01.sp01.fsu.edu/waittime.html

http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ288626&ERICExtSearch_SearchType_0=eric_accno&accno=EJ288626

http://adsabs.harvard.edu/abs/1983JRScT..20..721S

http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/tips.shtm