



## Wait Time (1 & 2)

**3-5**  
seconds of  
wait-time



**promotes  
positive  
outcomes  
for students**

### Wait time 1

The period of silence after asking a question and before designating a student to answer.

### Wait time 2

The period of teacher silence after a student responds and before the teacher reacts or comments.

[Research](#) finds that most **teachers typically wait less than one second** (for both wait time 1 and 2). Teachers allow even less time for students whom they perceive to be low performing.

**Effective use of wait time reduces the number of students saying "I don't know" or not responding and increases:**

- length of student responses
- number of unsolicited appropriate responses
- thoughtful and contemplative responses
- supporting evidence in responses
- student-to-student interactions
- student achievement

**Teachers that utilize Wait Time 2 also find:**

- improved discipline
- more and varied students respond to questions
- students ask more questions



## Reflecting with the following questions can support more intentional and effective use of wait time.

### Wait Time 1

1. What is the average wait time after asking a question before calling on a student or moving on?
2. Is there a difference in the quality or depth of student responses when Wait Time 1 is extended?
3. How do students react to the increased wait time? Consider if students seem more engaged, anxious, or thoughtful during longer wait periods.
4. Are there equitable opportunities for all students to participate during the wait time?

### Wait Time 2

5. What is the average wait time after a student responds before providing feedback or moving to another question?
6. In what ways does the use of Wait Time 2 enhance deeper learning and critical thinking?
7. Does the use of Wait Time 2 prompt other students to participate or respond to the question?

### Effective Use of Wait Time:

- Not all questions benefit from wait time. Wait time is of most value when asking open-ended questions.
- Wait time = think time. After asking a question, try thinking about the response as a student would to gauge the right amount of time.
- Use a hand signal or non-verbal cues to indicate wait time, such as a hand in the air or or making a "thinking" gesture.

Remember that while AI can provide valuable insights and support, it should not replace the expertise and judgment of educators. The AI report should be viewed as a tool to augment and inform instructional decision-making rather than as a substitute for human analysis and understanding.

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AI COMPANION RESOURCES**