

## **Figure 2.1. Dialogic Diagnostic**

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### **1. When planning, I**

- A. Always rely on similar patterns of classroom organization no matter the educational goal
- B. Occasionally mix up the patterns of classroom organization to keep things interesting
- C. Design diverse tasks and invite specific patterns of classroom organization that align with learning goals
- D. Always design and use different patterns of classroom organization just to keep things interesting

### **2. I am likely to**

- A. Change my classroom space around for different learning activities, talk, and purposes once a semester
- B. Change my classroom space around for different learning activities, talk, and purposes once a month
- C. Change my classroom space around for different learning activities, talk, and purposes at least once a week
- D. Find that my room hasn't changed since 1972

### **3. When introducing, transitioning, and concluding lessons, I**

- A. Always move things along as quickly as possible—there is a lot to cover!
- B. Provide any need-to-know information before moving on quickly
- C. Make sure students are oriented to what we are doing/where we are going, while keeping the pace moving to maintain student interest
- D. Always make sure to give lots of detailed instruction and directions, to the point where I often notice students losing focus

### **4. When I introduce a lesson, I am likely to spend**

- A. More time on procedures than on ideas
- B. About as much time on procedures as on ideas
- C. More time on ideas than on procedures
- D. No time on ideas or procedures—my students already know the drill

### **5. If a student speaks during a discussion in my class, I am likely to**

- A. Consider that she has done her work for the day and leave her alone the rest of the class
- B. Call on her a lot because I know she's prepared
- C. Nod encouragingly, take occasional notes, and follow up with an invitation to extend and develop her ideas further
- D. Put a finger to my lips; students don't speak in my class

- 6. If I had to put a ratio to the amount students talk in my class versus the amount students write in my class, it would be**
- A. 90% written/10% spoken
  - B. 10% written/90% spoken
  - C. 50% written/50% spoken
  - D. 100% multiple choice quizzes: no speaking or writing
- 7. When I picture myself facilitating a discussion, I am likely to be**
- A. Moving all over the room, gesticulating wildly, getting in students' faces
  - B. At the back of the room, out of the action
  - C. Sitting among students, leaning forward, eyes following the train of conversation, taking occasional notes
  - D. In the teacher's lounge on a coffee break
- 8. To teach students how to pose questions, contribute relevant ideas, and listen attentively to others, I**
- A. Provide a list of desired behaviors at the beginning of the year, then expect them to do what the list says
  - B. Model desired behaviors in my own action, but provide no explicit instruction
  - C. Use a combination of modeling, explicit teaching, and ongoing assessment and feedback to teach desired behaviors
  - D. Don't want students to pose questions, contribute ideas, or listen attentively to their peers; I just want them to listen to me
- 9. Through classroom talk, I want students to**
- A. Show that they can recite the correct answers
  - B. Develop rich and discriminating vocabularies
  - C. Develop a capacity to engage with, and communicate in, different academic registers and genres
  - D. Develop an ability to listen and a will to learn
  - E. B, C, and D above

So how did you do? You probably caught on to the structure of the answer options: A and B are reasonable options in certain situations; C is almost always the most desirable option (except in 9, in which E is the best); and D is largely comic relief (we hope!). What did you learn about yourself and your teaching as a result of doing this diagnostic?

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