

Appendix: Strategies and Practices for Leading Classroom Dialogues

Teacher Questionnaire

When leading large or small group interactions with students, I

1. structure questions to provoke thoughtful answers
 - a. always
 - b. frequently
 - c. sometimes
 - d. never
2. see students' *answers to questions* as building blocks for the next turn rather than as ends to themselves
 - a. always
 - b. frequently
 - c. sometimes
 - d. never
3. collaborate with students to connect points made by students and myself in everyday talk into coherent conversations about curriculum
 - a. always
 - b. frequently
 - c. sometimes
 - d. never
4. strive to balance broad participation with in-depth exploration of ideas
 - a. always
 - b. frequently
 - c. sometimes
 - d. never
5. encourage students to ask questions and provide explanations
 - a. always

- b. frequently
 - c. sometimes
 - d. never
6. invite students to help manage turns of talk through shared routines and resources
- a. always
 - b. frequently
 - c. sometimes
 - d. never
7. listen actively and respectfully and encourage students to do the same
- a. always
 - b. frequently
 - c. sometimes
 - d. never
8. speak in a clear and animated voice, so that students can hear me and understand my meaning
- a. always
 - b. frequently
 - c. sometimes
 - d. never
9. practice and teach students how to practice disciplinary talk appropriate for the subject of English (vs. talk that belongs in science or math)
- a. always
 - b. frequently
 - c. sometimes
 - d. never
10. encourage my students to view mistakes as opportunities to learn (vs. sources of shame or embarrassment)
- a. always

- b. frequently
- c. sometimes
- d. never