

I Asked a Question, Now What?

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Instructional Practices Inventory

The teacher indicators and student indicators listed below from the Math Solutions *Instructional Practices Inventory* (IPI), define teacher actions and student behaviors of the learning environment of an effective mathematics classroom.

Teacher	Students
<ul style="list-style-type: none"> • Provides a respectful, safe learning environment in which mistakes are seen as an opportunity to learn. • Structures the class for independent work, pairs, groups and whole class in a thoughtful and deliberate way. • Asks questions that both build and reveal new understanding of content and practice. • Avoids yes/no questions unless they also ask for justification. • Makes appropriate tools available and encourages their use. 	<ul style="list-style-type: none"> • Take an academic risk and rely on their own thinking and the thinking of other students. • Listen and ask questions to ask each other to clarify information; respectfully challenge ideas; make conjectures. • Explain their reasoning; construct viable arguments and critique the reasoning of others. • Communicate using appropriate mathematical language both orally and in writing. • Work well in a variety of grouping structures.

The Two Major Goals of Setting Up Classroom Talk Norms

If we want classroom talk to be productive, it's critical to establish norms for discussion. When we establish norms with our students we can use the two goals below as a guide.

- *Respectful Discourse*: Talk is respectful when each person's ideas are taken seriously; no one is ridiculed or insulted, and no one is ignored or browbeaten.
- *Equitable Participation*: Participation is equitable when each person has a fair chance to ask questions, make statements, and express his or her ideas. Academically productive talk is not just for the most vocal or the most talented students.

From: *Talk Moves, A Teacher's Guide for Using Classroom Discussions in Math, Third Edition*. Chapin, O'Connor, Anderson. ©Math Solutions, CA, Sausalito, 2013.

Strategies for Increasing Productive Discourse

To increase productive discourse in the classroom try using:

- Open Tasks or modify a task to require justification
- Talk Moves (e.g., repeating, revoicing, turn and talk)
- Talk Formats (partner, small group, whole group)
- Student work in whole class discussions
- Questioning vs. Telling