

# Let's Talk About It

## A Survey of How Talk Is Used in Your Classroom

First, in this space, write your definition of "classroom discussion."

Second, complete the survey below.

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<b>Practices and Dispositions</b>					
Students who struggle with content benefit from first answering questions that reveal their understanding of basic information before trying to consider higher-level questions.					
Students seem to listen to one another as they answer questions I ask of the class.					
When discussing content, I generally know the answers to the questions I ask students.					
I plan the order of questions I will ask during a classroom discussion.					
My classroom discussions look a lot like great conversations: Students look at one another, listen intently, build on comments each other make, and reach aha's about the text through their discussions.					
In my classroom discussions I ask most of the questions, students respond to me, and I evaluate their responses.					
I mostly keep kids in a large group for discussions.					

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STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
I believe that student-led discussions about a confusing part of a text can improve understanding of the text.					
I believe I am responsible for telling students the accurate information that they must learn regarding the content I teach.					
I set the topic for discussion in my classroom.					
I believe my students mostly approach classroom discussions as a way to show that they read and understood the material rather than as a tool for improving understanding.					
I would like to have more classroom discussions in my classroom that are student-led.					
I remind students that talk is a powerful way to clarify confusions or expand thinking about a topic.					
I do not have time in my classroom to do much more than ask questions about what students have read.					
<p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. Do your answers reveal any patterns or dispositions you would like to change?</li> <li>2. What's your plan for changing your practices in those areas?</li> <li>3. Discuss your survey results with other colleagues. Are there patterns of response in your school that suggest areas of growth for the entire faculty?</li> </ol>					