

Teachers' actions to facilitate discourse during a SJML.

	Promotes Discourse	Discourages Discourse
Verbal Patterns	Facilitates and referees debate between students in a way that promotes student identity	Allows students to use language and tone that reduce the voice and experiences of other students
	Uses questioning probes and revoicing strategies that ensure equity and student ownership of thought	Moves from one mathematical or social discussion to the next without ensuring student voice was understood by others
	Uses open questioning to facilitate discourse, which allows students to create and maintain ownership and voice	Uses closed questions, which often include one-word responses that funnel students into a preplanned thought pattern
	Uses good “wait time” to promote discourse among students	Answers student questions quickly in group and classroom discussions without seeking student voice
Non-Verbal Patterns	Uses tasks with multiple entry points, pathways to a solution, or differing solutions	Uses tasks with one solution or one potential pathway to a solution often found in the directions of an activity or scaffolded exercises
	Uses body language such as head nodding, eye contact, and other strategies to affirm student voice	Uses head turns, lack of eye contact, crossing arms, eye rolling, and other body language that devalue student voice, perspective, or thought
	Chooses and uses student thought and perspective to ensure connection to social justice and mathematics	Does not seek equitable participation by calling on students and/or purposefully disregards student solutions, voice, and/or perspective