

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 |
| Nonverbal 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 |
| | Chooses and uses student thought, perspective, and experiences to ensure connection to social justice and mathematics | Does not seek equitable participation by calling on students and/or purposefully disregards students' solutions, voice, and/or perspective |