



NGSS Shift Continuum: Classroom Discourse

Trait	Teaching Practices	←	→	NGSS Aligned Practices
Classroom Discourse	<p>Teacher engages students in whole class respectful and constructive discourse using traditional communication patterns</p> <ul style="list-style-type: none"> - Teacher inquires, Student responds, Teacher evaluates IRE - Flow is from teacher to students or students to teacher - Teacher ask questions that require a one-word response “Yes”, “No” or the one acceptable response - Topics for discourse are determined by teacher <p>Teacher supports small group discussions and activities</p> <ul style="list-style-type: none"> - Task management often is focused on procedural needs not science ideas - Work can be accomplished with low discourse demands on students (i.e., one reporter for group) 	<p>Teacher supports and encourages respectful and constructive discourse through established norms</p> <p>Protocols for discourse may include:</p> <ul style="list-style-type: none"> - Conversation stems - Equity of voice (e.g., talking chips) - Wait time - Active listening <p>Teacher models and encourages students to use sense making discourse moves:</p> <ul style="list-style-type: none"> - Clarify someone’s idea - Restate or summarize - Compare ideas - Tell and explain <p>Communication often flows through teacher</p>	<p>Students and teacher support, encourage, and reinforce respectful and constructive discourse.</p> <p>Protocols for discourse are evident and students need little direction from teacher</p> <p>Conversation scaffolds (i.e., sentence or conversation stems, talking chips) are removed or internalized.</p> <p>Teacher focuses on students’ ideas rather than answers</p> <p>Evidence of student reflective practices seen (I used to think...but now ...)</p>	<p>Students independently support, encourage, and reinforce respectful and constructive discourse</p> <p>Students have internalized the protocols for discourse</p> <p>Students and teacher focus shifts from finding the right answer to ideas being generated, collective sense making, and careful consideration of diverse ideas</p> <p>Teacher acts as both an observer and facilitator during small and whole group discussion</p> <p>Teacher and students use discourse to formatively assess understanding</p> <p>Discourse supports student sense making and is evidenced by students engaging in the following practices: constructing scientific explanations, engaging in argument from evidence, developing and using models, and analyzing and interpreting data</p> <p>Students are facilitating small and /or large group discussions</p>

Teacher _____ District _____ Site _____

Content (Big Idea) _____ Date _____ Grade Level _____

Field Notes:

Classroom Discourse Students and teachers support and encourage respectful and constructive discourse. Most students can ask questions, make claims, back up their own claims, or critique claims made by others.