

A checklist for classroom climate (from *The Art of Inquiry*)

- Am I providing an atmosphere that is non-threatening and that encourages all students to articulate the questions they really want to ask?
- Am I providing plenty of opportunities for students to discuss their ideas with their classmates and with me?
- Am I providing enough factual information first so that students have foundations for discussion?
- Am I offering specific suggestions to students about how to plan, organize, and implement particular question strategies for processing information?
- Do I schedule opportunities for students to react cognitively and affectively to questions encountered or planned?
- Do I plan questioning sessions so that my questions are clear and my vocabulary is appropriate to my learners?
- Do I avoid dominating the discussions?
- Do I call on several students to generate in-depth responses?
- Do I provide enough wait time so that all students have an opportunity to carefully consider the questions?
- Do I provide an equal opportunity for all learners to answer questions and participate in discussions?
- Do I, as the teacher, model good questioning?
- Am I open to new ways of organizing my classroom and doing things?
- Am I willing to admit that I do not have all the answers, and can I show children how to discover the answers to questions?

Some meeting notes from our reflection:

- Need to careful planning of questions and picking questions for a purpose
  - TC2 resource -each slide is directly linked to the previous content
  - Teaching me how to scaffold questions more carefully
- I usually start with a vague question to get the discussion started because it's safer and they can activate prior knowledge
- I need to work on scaffolding questions...
- Do not reword a carefully crafted question after wait time
  - Give them time to think instead of working against yourself
- No dumb question? What did you consider before you asked that question
- Appropriate use of praise -took exception to it because there are wrong answers
  - Precise use of what was well done, try to defer to other ideas
- Student directed questions - equality ok at that
  - Want students to generate questions in the lesson - open up to opportunities to do so
- Planning more specific questions, open to a variety of thoughtful answers