

**OBSERVABLE CLASSROOM PRACTICES THAT SUPPORT
“ACCOUNTABLE TALK”-CENTERED LEARNING**

Adapted from **The Institute for Learning, University of Pittsburgh**

■ **TEACHERS:**

- Open with rich open-ended questions or problems.
- Ask students to explain the thinking behind their responses - whether they're right or wrong.
- Ask students if they agree with other students' responses.
- Ask students to comment on or add to other students' responses.
- Create and facilitate dialog among students about their ideas.
- Ask follow-up questions to check for understanding.
- Ask students to make connections with what they already (should) know.
- Search for meaning in student comments (even when obscure), and probe students' thinking - whether correct or not.
- Use wait time effectively; allow students to struggle, and stick with students through their thinking processes.
- Come back to students who seemed confused earlier to clarify and check in given the possible impact of the discourse and comments by others.
- Ask questions to explore possible discrepancies, e.g., “How can *that* be right when we consider *this*?”
- Provide clear visual displays of content – relations and ideas.
- Reinforce and support good thinking and correct reasoning.
- Validate students who acknowledge their confusion.
- Explicitly encourage and express confidence in kids.

● **STUDENTS:**

- Do the majority of the talking.
- Know they are expected to explain their thinking & justify their conclusions.
- Show they are listening to one another.
- Are willing to openly admit confusion.
- Respectfully challenge each other's thinking.
- Take initiative to explain another student's thinking, including how they may have made an error.
- Who 'get it' more quickly take responsibility for assisting others who are struggling (but **not** merely giving them the answers).