

Chapter 3: Next Steps

Please complete the following next steps as you consider changes that may be appropriate for your school or district so you can help students, not teachers, do the talking and the doing.

1. Examine current practices by considering the following questions.
 - If you analyzed the percentage of time that teachers talk and students talk, how would the percentages break down?
 - When classes problem solve and construct explanations, to what extent do teachers take the lead, and to what extent do students take the lead?
 - How do classroom environments and seating arrangements constrain or contribute to students' talking and doing with one another?
 - How do districtwide or schoolwide lesson designs constrain or contribute to students' talking and doing with one another?
 - What are the quality and differentiated elements of questions that you pose? Are questions planned in advance? Do questions differ? Do questions drive deeper reflection and learning?
2. Discover research- and evidence-based common-sense practices by doing the following.
 - Set goals for the percentage of time that students engage in discourse.
 - Commit to and engage in ongoing professional learning, lesson designs, pedagogies, and strategies that promote more active and authentic student engagement, such as the facilitated approaches described in this chapter.
 - Ensure that classroom spaces result in emotionally safe environments.
 - Arrange or rearrange physical environments so that students can talk and work efficiently and productively.
 - Consider committing to a big, hairy, audacious goal (BHAG; Collins & Porras, 2004) regarding the way in which students process and answer questions, such as the consistent use of think-write-pair-share (students do not raise their hands) followed by the random selection of pairs to respond.
 - Ensure that tasks promote (and do not inhibit) opportunities for students to do the thinking, talking, and doing.
3. Identify what you will stop doing, and develop a stop-doing plan.
4. Identify what you will start doing, and develop a start-doing plan.