

CREATE AN ENVIRONMENT THAT ENGAGES, AFFIRMS,  
AND EXCITES ALL LEARNERS: **INCLUSIVE CLASSROOMS**

| <b>Teacher Self</b><br><i>Who You Are</i> | <b>Teacher Language</b><br><i>What You Say</i> | <b>Teacher Actions</b><br><i>What You Do</i> | Miscellaneous |
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CREATE AN ENVIRONMENT THAT ENGAGES, AFFIRMS, AND EXCITES ALL LEARNERS:

**Teacher Language**

*“Teachers play a critical role in arranging the discursive histories from which children speak. Talk is the central tool of their trade. With it they mediate children’s activity and experience, and help them make sense of learning, literacy, life, and themselves.”*

-Peter Johnston, *Choice Words*, p. 4

| Teacher Language  | Purpose   |
|---|---|
| <b><i>Engaging &amp; Exciting</i></b>   |   |
| “How did you figure that out?”  | Insists that the student adopt an agentive position   |
| “What can you do?”  | Reminds the student of his/her agency—“I can do something;” Requires student to be in control of the exploration and selection (choice) of strategies   |
| <b><i>Affirming</i></b>   |   |
| “What are you doing as a writer today?”   | It presents the ideas that: <b>a)</b> the student is a writer, who <b>b)</b> will be doing things that writers do.  |
| “I see you know how to spell the beginning of that word.”   | The most important piece is to <u>confirm</u> what has been successful (so it will be repeated) and simultaneously assert the learner’s <u>competence</u> so he/she will have the <u>confidence</u> to consider new learning. |
| <b><i>Feedback (Process/Effort- Oriented, Specific)</i></b>   |   |
| “I noticed that you used lots of detail in this part of your picture. How can you use this strategy in the rest of your art?” |   |
| Record your own/your group’s examples of feedback here:   |   |
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