

SCAFFOLDING CATEGORIES OF READING RECOVERY TEACHER LEADER-TEACHER TALK

Teacher leaders scaffold teachers' understandings through talk or dialogue. They foster the verbal co-construction of understanding within a group of teachers, using dialogue techniques for different purposes or aims. Gradually, the teachers begin to employ these same techniques with each other. The following chart describes the dialogue techniques presented in:

Forbes, S. & Briggs, C. (2006). Fostering teacher learning through dialogue in training sessions. *The Journal of Reading Recovery*, Fall, pp. 38-48.

CATEGORY	DEFINITION	AIMS	QUESTIONS/PHRASES FOR TEACHERS
Affirming	Acknowledging what is going well; commending the process or strategy or response used	To support a novice's tentative efforts in trying out a new teaching procedure or in articulating a new theory	*Your prompts were very clear. *You were right on target in using yesterday's running record to plan today's lesson.
Challenging	Calling for the teacher to give evidence	To support teachers in making decisions based on observed evidence	*What is your evidence that she knows that word? *What did you see that supports your statement that she is self-monitoring?
Clarifying	Rephrasing a comment; refining a statement; using analogy or metaphor to heighten understanding	To avoid confusion by building on what the novice has said	*So what you mean is... * In other words... *Another way of saying that/thinking that is...
Directing/ Redirecting attention	Calling on the teacher(s) to attend to something in particular	To support teachers in noticing relevant student behaviors or teacher actions	*Did you notice that he reread from the beginning of the sentence? Why did he do that? *Did you also notice...
Eliciting	A conversational technique to encourage the novice to keep talking/exploring	To encourage active teacher participation in conversation	*And what else? *Hmm... *Can you say more? *What do you think, (name)?
Extending	Developing a teacher's understanding; providing a rationale or cognitive context	To aid reception and understanding of new knowledge	*This is why... *Let's think more about/look further at...

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Instructing/ Demonstrating	Defining and modeling (where necessary) how to interpret/'action' a teaching procedure; helping a teacher through a 'blind spot'	To help adjust inappropriate teaching actions or statements; to facilitate appropriate practice; to provide new information; to point out inconsistencies or contradictions	*This is how... *This is what it looks like when... *Knowledgeable other demonstrates how to teach the activities in Hearing and Recording Sounds in Words
Linking	Making connections: To incidents within the same lessons, previous visits, or in-service sessions; <i>To Literacy Lessons Designed for Individuals</i>	To draw teacher's attention to her own and others' experiences and knowledge to help build a fuller understanding of the reading and writing process	*What section might we go to in <i>Literacy Lessons Designed for Individuals</i> ? *Remember when we discussed...?
Prompting	Prompting a teacher to augment and think about her statements	To encourage a novice to reflect and make a theoretically verified judgement; to encourage elaboration	*Why...? *How...? *What do you mean? *Think about...? *Can you say more about that?
Shaping Language	Supporting teachers to use specific, precise language by the teacher leader demonstrating in statements or restatements	To support teachers in using clear, precise terms, which are consistent with those in <i>Literacy Lessons Designed for Individuals</i> and to help teachers to have an operational understanding about what those terms mean; Using the language of literacy processing to develop their understandings and actions	<u>Statement</u> *When he said 'house' for 'home' and then <i>self-corrected</i> the error, he was <i>cross-checking</i> meaning and structure with visual information. <u>Restatement</u> *When you said he stopped because he wasn't sure, he was <i>self-monitoring</i> .
Summarizing	Tying up the theme or substance of the teacher leader's and teachers' talk to date; a 'reduction' (as against expansion) of the talk	To elucidate thinking by summarizing the immediate section of the talk	*so, we've talked about/looked at ... *All of your statements are referring to...

Clay, M. M. (2015). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.

Forbes, S. & Briggs, C. (2006). Fostering teacher learning through dialogue in training sessions. *The Journal of Reading Recovery*, 6(1), 38-48.