

Instruments

DIT rubric used to evaluate written lesson plans (i.e. planned instruction)

Indicator	Monologic teaching	Mixed Monologic/Dialogic	Dialogic
Authority	The teacher anticipates being in authority for the entire lesson with exclusive control over discussion content and processes.	The teacher intends to occasionally allow some students to freely engage in discussion. Most of the time the teacher plans to control turn-taking, prescribe topic choice, and reshape the discussion to align with specific content.	Students will share responsibility for the substance of the discussion. Partner work and small group work comprise the majority of time planned for the lesson with students making decisions regarding how they will approach tasks and discuss the content.
Questions	Questions will target recall of specific facts. These are simple “test” questions with one right answer.	The teacher intends to ask questions of mixed quality, including some complex, open-ended questions. Open questions are often designed to “lead” students to a narrow range of interpretations of what the teacher deems acceptable.	The discussion will center on truly open and cognitively challenging questions. The planned questions target higher order thinking, involving students in critical evaluation and analysis.
Feedback	The teacher has few plans to provide feedback. Intended feedback does not invite students to further develop their answers.	The teacher plans to provide specific feedback that is intended to judge student responses (right/wrong) but also includes the intention to provide some feedback meant to promote more cognitive challenge for students.	The teacher will consistently work with student answers to inspire further exploration. Plans reflect the intention to probe student thinking by citing specific examples of prompts the teacher will provide when giving feedback to anticipated student responses.
Meta-Level	The teacher will ask for connections in only superficial ways that do not relate to the learning targets of the lesson.	The teacher’s plans reveal pre-set attempts to connect students’ ideas, but plans do not show anticipated student actions or responses.	The teacher will take opportunities to make visible the connections among students’ ideas and prompt students to relate their ideas to others’. Plans show the teacher has anticipated probable student actions and responses.
Explanation	Students will be asked to provide only brief, low level responses regarding how they arrived at answers.	The teacher will ask students to explain their thinking but lesson plans demonstrate few examples of prompts meant to elicit deep thinking from students regarding their thinking processes.	Students will be asked to take personal positions on the issue (e.g., “I think,” “I believe,” “I feel”) and make detailed contributions. Plans allow time for an adequate amount of discussion.
Collaboration	The teacher will provide few opportunities for collaboration between and among students. Students will primarily “report” about established, known facts.	Students will occasionally be encouraged to build on each other’s ideas and work in pairs or groups. The planned collaboration might involve sharing of similar experiences, rather than a critical analysis of each other’s ideas.	Students will be expected to engage in critical and collaborative “construction of ideas” with their peers. Plans reflect time and for this level of discussion and accountability for pairs and groups as they work together.

Source:

Swingen, C. (2014). *Elementary Preservice Teachers' Use of Dialogic Teaching* (Doctorate), Lewis & Clark College, Portland, OR.

DIT Rubric used to evaluate the lesson as taught (enacted lesson)

Indicator	Monologic	Mixed Monologic/Dialogic	Dialogic
Authority	The teacher has exclusive control over discussion content and processes. The teacher nominates (calls on) students, asks questions, initiates topical shifts, and evaluates answers.	The teacher provides occasional opportunities for students to engage in the discussion. These are rare and may involve only a few students. Most of the time the teacher controls the turn-taking, prescribes topic choice, and reshapes the discussion to align with specific content.	Students share the major responsibilities for the purpose and substance of the discussion. They manage turns, ask questions, react to each other's ideas, suggest topical shifts, and propose procedural changes.
Questions	Teacher questions target of recall of specific facts. These are simple questions with one correct answer. The teacher already knows the answers to the questions asked.	The teacher asks questions of mixed quality, including complex, open-ended questions. Open questions are often designed to "lead" students to a narrow range of interpretations of what the teacher deems acceptable.	The discussion centers on truly open and cognitively challenging questions. The questions from the teacher and students target higher order thinking, involving students in critical evaluation and analysis.
Feedback	The teacher uses short, formulaic, or ambiguous feedback. The feedback does not invite students to further develop their answers (e.g., "umm. Ok. Anyone else?").	The quality of teacher follow-up is mixed. The teacher often listens to and works with student responses, but occasionally misses important opportunities to help the group to advance their inquiry.	The teacher consistently works with student answers to inspire further exploration. The teacher praises or questions the process of reasoning, not the conclusions (e.g., "But how is cheating different from lying?").
Meta-Level	The teacher does not relate student answers to each other.	The teacher sometimes misses opportunities to connect students' ideas.	The teacher takes opportunities to make visible the connections among students' ideas and prompt students to relate their ideas to others'. The teacher attributes student ideas and questions to specific speakers.
Explanation	Students are not asked explain what they think and why. Their responses to questions are brief and factual, consisting of a word or phrase.	Students are occasionally asked to share opinions and provide good justification for them. Longer student responses may represent simple retelling of events or processes.	Students are expected and prompted to take personal positions on the issue (e.g., "I think," "I believe," "I feel") and support them with reasons and examples. They make detailed contributions, explaining their thinking.
Collaboration	Student responses are short, disjointed, and unrelated to each other. Students primarily "report" about established, known facts.	Students occasionally build on each other's ideas. The collaboration often involves sharing of similar experiences, rather than a critical analysis of each other's ideas (e.g., "That happened to me, too...").	Students engage in critical and collaborative construction of ideas. Their responses are chained together, as they react to each other's ideas. The teacher supports students in making connections and expects students to collaborate.

Source:

Reznitskaya, A., Glina, M., & Oyler, J. (2011). *Dialogic Inquiry Tool*. Montclair, NJ: The Institute for the Advancement of Philosophy for Children.

