

## **Key Elements of a Harkness Classroom: What to Look For**

### **Trust and Respect in the classroom**

Is there evidence of trust and respect between students and the teacher in the classroom? Between and among students?

Did the teacher build trust through a teacher-led activity at the start of class (icebreaker, whip-around, pair share) to encourage students to loosen up and “use their voice”?

Are students respectful of one another and productive with minimal teacher intervention?

Do students advocate for “deeper” conversation when prompted by other students or by the teacher?

Do students advocate for themselves or for other students respectfully and tactfully?

### **Preparation for the Harkness discussion**

Is the teacher and are the students prepared to have a productive discussion?

If needed, do students have modified or scaffolded materials to allow them to engage in the discussion?

If the teacher designed a prep sheet, is there space provided for students to identify topics, problems, or challenges before the conversation?

### **Reflection/Accountability As Part of the Discussion**

Did the students set goals for this Harkness discussion?

Was someone tracking the conversation?

Did the teacher or did a student (circle one) lead a reflection on the discussion, incorporating what the tracker shared with the group?

Did the students self assess their performance in the discussion based on criteria that was clear to them?

### **Feedback Given to Students**

Did the teacher provide feedback to students during the discussion that impacted the discussion or student behavior?

Did students provide feedback to one other during the discussion that impacted the discussion or student behavior?

Did the teacher have a plan for individual feedback for each student or for the class as a whole after the discussion?

Do students have the opportunity to articulate what they need to do to improve their Harkness discussion behavior and skills?