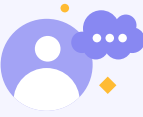


	High control Structured inquiry Teacher takes the lead students follow	Medium control Guided inquiry Teacher decides topics students explore	Low control Open-ended inquiry Students decide and lead
Asking questions 	☐ Teacher asks questions that are specific to a reference point or idea - What did you find in the text? - What does the chart show? - Did we get the right answer? - What stands out in the image? - Do you see it?	☐ Teacher asks questions to guide the procedure or thought processes - What is the first thing we need to do? - What is our next step? - How do we use what we know to answer? - What worked well for us in the past? - What might help us decide?	☐ Teacher asks questions to enhance student thinking - Why did we choose this path/ topic/ idea? - What are we curious about? - What puzzles us? - What resources are available? - What questions do we have?
Self beliefs 	☐ I am a deliverer of knowledge ☐ I need structured activities/ question sets when planning lessons ☐ I don't like when students ask questions I can't answer ☐ My feedback on student thinking, at times, feels subjective ☐ I need to have control	☐ I am a facilitator of learning ☐ I need a few questions as a guide in planning lessons ☐ I like to have a few resources available when students ask tough questions ☐ My feedback on student thinking is best done using a third point reference	☐ I support students in their own learning ☐ I can motivate and prompt my students to ask questions ☐ When students ask tough questions, I feel fulfilled and get excited ☐ My feedback on student thinking should be used to encourage more thinking
Beliefs about students 	☐ My students can't be left on their own for very long ☐ My students need strict boundaries ☐ My students are more successful when information is delivered with structure ☐ My students struggle to think on their own	☐ My students need to be redirected ☐ My students need resources to help them ☐ My students are capable of synthesizing given information ☐ My students need help getting in the right frame of mind	☐ My students learn from productive struggles ☐ My students are capable of helping themselves ☐ My students can self-manage and find what they need ☐ My students are building their own capacity to think