

When accomplished STEM teachers **connect multiple representations to one another** they may do one or more of the following:

<input type="checkbox"/> Pose questions, puzzling events, tasks, and activities that have multiple entry points (T98) Δ
<input type="checkbox"/> Pose questions, puzzling events, tasks, and activities that have multiple solutions, explanations or justifications (T100) Δ
<input type="checkbox"/> Use organizational routines or activity structures with respect to specific tasks (T145)
<input type="checkbox"/> Position students (instead of themselves) as the authorities on and evaluators of developing ideas (T91) ⚙ Δ *
<input type="checkbox"/> Present multiple pieces of student thinking in order to engage students in discussions about similarities and differences between/among them (T113) Δ
<input type="checkbox"/> Provide consistent, diverse opportunities for students to draw conclusions (T115) Δ
<input type="checkbox"/> Restate or summarize student ideas, as appropriate (T121)
<input type="checkbox"/> Support students discussing similarities and differences among ideas/thinking (T129)
<input type="checkbox"/> Make connections among student ideas (T97)

***In these classrooms we expect to see a diverse range of students...***

<input type="checkbox"/> Demonstrating genuine curiosity in new ideas (S46)
<input type="checkbox"/> Identifying the similarities or differences among presented/shared ideas (S29)

<b>Evidence Checklist</b>	<b>Core Practice: Use STEM Content Knowledge Strategically</b>
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When accomplished STEM teachers **connect multiple representations to one another** they may do one or more of the following:

<b>ALWAYS</b>		<b>STRATEGICALLY</b>	
<i>More Straightforward:</i>	<i>More Challenging:</i>	<i>More Straightforward:</i>	<i>More Challenging:</i>
___ Use organizational routines or activity structures with respect to specific tasks (T145)	___ Pose questions, puzzling events, tasks, and activities that have multiple entry points (T98) Δ ___ Pose questions, puzzling events, tasks, and activities that have multiple solutions, explanations or justifications (T100) Δ ___ Position students (instead of themselves) as the authorities on and evaluators of developing ideas (T91) 🌟 Δ *	___ Present multiple pieces of student thinking in order to engage students in discussions about similarities and differences between/among them (T113) Δ	___ Provide consistent, diverse opportunities for students to draw conclusions (T115) Δ ___ Support students discussing similarities and differences among ideas/thinking (T129) ___ Make connections among student ideas (T97) ___ Restate or summarize student ideas, as appropriate (T121)

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