

When accomplished STEM teachers  
**construct and organize a variety of public records of student thinking,**  
 they may do one or more of the following:

<input type="checkbox"/> Ascribe ownership for students' ideas in exposition, when appropriate (e.g., "Tenaya's theory") (T77) ★
<input type="checkbox"/> When ideas are re-phrased or summarized, ensure that they reflect the author's intent (T89)
<input type="checkbox"/> Consistently make student thinking visible (T94) Δ
<input type="checkbox"/> Create or facilitate students' creating public records of ideas (T110) Δ
<input type="checkbox"/> Ensure that a variety of shared ideas are represented physically in ways that remain visible/accessible to all students (T126)
<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"/> Record student ideas verbatim as shared (T102)
<input type="checkbox"/> Refer to public records of ideas in strategic ways (T120)
<input type="checkbox"/> Use color strategically when collecting student thinking (T123)
<input type="checkbox"/> Quickly weigh the benefits, costs, and implications of focusing on some students' ideas over others (T153) Δ
<input type="checkbox"/> Check for other students' understandings of a presented and/or recorded idea (T15)
<input type="checkbox"/> Record and share observational evidence of student interactions, productivity, thinking, and learning (T75) Δ

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

<input type="checkbox"/> Generating questions, models, and theories to investigate (S5)
<input type="checkbox"/> Sharing their ideas in forms/ways they choose (S36)



<b>Evidence Checklist</b>	<b>Core Practice: Develop distinct classroom community and culture</b>
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When accomplished STEM teachers **construct and organize a variety of public records of student thinking**, 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>
<p>___ Consistently make student thinking visible (T94) Δ</p> <p>___ Record student ideas verbatim as shared (T102)</p> <p>___ Ensure that a variety of shared ideas are represented physically in ways that remain visible/accessible to all students (T126)</p>	<p>___ Create or facilitate students' creating public records of ideas (T110) Δ</p> <p>___ Check for other students' understandings of a presented and/or recorded idea (T15)</p>	<p>___ Present multiple pieces of student thinking in order to engage students in discussions about similarities and differences between/among them (T113) Δ</p> <p>___ Refer to public records of ideas in strategic ways (T120)</p> <p>___ Ascribe ownership for students' ideas in exposition, when appropriate (e.g., "Tenaya's theory") (T77) ☆</p> <p>___ When ideas are re-phrased or summarized, ensure that they reflect the author's intent (T89)</p> <p>___ Use color strategically when collecting student thinking (T123)</p>	<p>___ Quickly weigh the benefits, costs, and implications of focusing on some students' ideas over others (T153) Δ</p> <p>___ Record and share observational evidence of student interactions, productivity, thinking, and learning (T75) Δ</p>

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