Evidence Checklist	**Core Practice:** Develop distinct classroom community and culture

When accomplished STEM teachers
establish and maintain norms for students to participate equi
they may do one or more of the following:

___ Create and maintain a classroom culture of growth and learning from others (T27) ✪ Δ
___ Explicitly establish, refer to, and/or maintain norms that support productive small group work (e.g., no one is done until everyone understands) (T30) ✪
___ Model valued norms and/or provide opportunities for students to practice them (T38) Δ
___ Explicitly name, describe, and provide documentation about valued norms (T51) Δ
___ Make clear how small group work will be assessed (T57)
___ Provide clear expectations for how every student is engaged in the small group's work (T61)
___ Provide language support structures (e.g., sentence stems, word lists, etc.) (T66) ✪ Δ *
___ Pose questions, puzzling events, tasks, and activities that are "groupworthy" (i.e. require/benefit from many minds working together) (T133)
___ Set up and reinforce roles for individual group members (e.g., recorder, reporter) (T140)
___ Use a strategic, equitable, and explicit process for creating groups (T143) ✪
___ Consistently gather information about the nature and content of small group work (T16)
___ Swiftly and effectively redirect behavior violating valued norms (T34) Δ
___ Assign competence to students in authentic ways (T68) ✪ Δ *
___ Pause small group work to name instances in which valued norms are being upheld appropriately (T73)
___ 88 (T86)
___ Track student contributions (T18)
___ Provide group-specific feedback on the quality, nature, and/or structure of group work (T74)
___ Provide individual feedback to students on the ways they participate (or not) in small group work (T63)
___ 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…

___ Answering others' questions thoughtfully and completely (S9) Δ
___ Being willing to put ideas on the table regardless of whether they are correct or fleshed-out (S62) ✪ Δ *
___ Clarifying and building on their and other students' ideas (S23)*
___ Knowing when independent work is appropriate in small group work (S13)
___ Naming and offering suggestions to address status issues (S15) ✪
___ Naming and reinforcing roles within their group (S51)
___ Participating actively and equitably in small group work (S33) ✪
___ Using non-judgemental language (i.e. focusing on ideas, not people sharing them) (S41) Δ*
___ Using scientific and mathematical language (S42) ✪ Δ *

Evidence Checklist	Core Practice: Develop distinct classroom community and culture

When accomplished STEM teachers
establish and maintain norms for students to participate equitably in small group work,
they may do one or more of the following:

ALWAYS		STRATEGICALLY	
More Straightforward:	*More Challenging:*	*More Straightforward:*	*More Challenging:*
___ Intervene in small group work minimally and intentionally (e.g., to redirect student work or press on student thinking) (T86)	___ Create and maintain a classroom culture of growth and learning from others (T27) ✪ Δ ___ Use a strategic, equitable, and explicit process for creating groups (T143) ✪ ___ Pose questions, puzzling events, tasks, and activities that are "groupworthy" (i.e. require/benefit from many minds working together) (T133) ___ Swiftly and effectively redirect behavior violating valued norms (T34) Δ	___ Provide language support structures (e.g., sentence stems, word lists, etc.) (T66) ✪ Δ * ___ Explicitly name, describe, and provide documentation about valued norms (T51) Δ ___ Model valued norms and/or provide opportunities for students to practice them (T38) Δ ___ Provide clear expectations for how every student is engaged in the small group's work (T61) ___ Provide group-specific feedback on the quality, nature, and/or structure of group work (T74) ___ Provide individual feedback to students on the ways they participate (or not) in small group work (T63) ___ Track student contributions (T18) ___ Make clear how small group work will be assessed (T57) ___ Pause small group work to name instances in which valued norms are being upheld appropriately (T73)	___ Explicitly establish, refer to, and/or maintain norms that support productive small group work (e.g., no one is done until everyone understands) (T30) ✪ ___ Set up and reinforce roles for individual group members (e.g., recorder, reporter) (T140) ___ Assign competence to students in authentic ways (T68) ✪ Δ * ___ Record and share observational evidence of student interactions, productivity, thinking, and learning (T75) Δ ___ Consistently gather information about the nature and content of small group work (T16)

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

___ Answering others' questions thoughtfully and completely (S9) Δ
___ Being willing to put ideas on the table regardless of whether they are correct or fleshed-out (S62) ✪ Δ *
___ Clarifying and building on their and other students' ideas (S23)*
___ Knowing when independent work is appropriate in small group work (S13)
___ Naming and offering suggestions to address status issues (S15) ✪
___ Naming and reinforcing roles within their group (S51)
___ Participating actively and equitably in small group work (S33) ✪
___ Using non-judgemental language (i.e. focusing on ideas, not people sharing them) (S41) Δ*
___ Using scientific and mathematical language (S42) ✪ Δ *

TEACHING PRACTICE