When accomplished STEM teachers
establish and maintain norms for students to participate equitably in whole class discussions,
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 whole class discussion (T31)
___ 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
___ Justify the importance of whole class discussions as a powerful STEM learning strategy (T56)
___ Provide language support structures (e.g., sentence stems, word lists, etc.) (T66) ✪ Δ *
___ Avoid standing in a place of authority (e.g., the front of the room) or standing at all (T26)
___ Swiftly and effectively redirect behavior violating valued norms (T34) Δ
___ Assign competence to students in authentic ways (T68) ✪ Δ *
___ Pause classroom work to name instances in which valued norms are being upheld appropriately (T71) Δ*
___ Pause discussions to name instances in which valued norms are being upheld appropriately (T72)
___ Invite and expect all students to ask questions about each others' ideas (T78) ✪ Δ *
___ Manage and direct the discussion only when appropriate, and always toward clear learning goals (T90)
___ Position students (instead of themselves) as the authorities on and evaluators of developing ideas (T91) ✪ Δ *
___ Work to facilitate students taking up and building on each others' ideas (T131)
___ Engage students in whole class discussion intentionally with respect to particular learning goals (T151) ✪
___ Track student contributions (T18)
___ Provide individual feedback to students on the ways they participate (or not) in whole class discussions (T64)
___ Provide whole-group feedback on the quality, nature, and/or structure of a discussion (T67)
___ Record and share observational evidence of student interactions, productivity, thinking, and learning (T75) Δ
___ Create and protect space for collaborative reflection on emerging ideas and understandings (T124) 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)*
___ Holding each other accountable to asking questions of one another (S48)
___ Naming and offering suggestions to address status issues (S15) ✪
___ Participating actively and equitably in whole class discussions (S34) ✪
___ Using language support structures (e.g., sentence stems, word lists, etc.) to start and participate in small group conversation (S40) Δ*
___ 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 whole class discussions,
they may do one or more of the following:

ALWAYS		STRATEGICALLY	
More Straightforward:	*More Challenging:*	*More Straightforward:*	*More Challenging:*
___ Avoid standing in a place of authority (e.g., the front of the room) or standing at all (T26)	___ Create and maintain a classroom culture of growth and learning from others (T27) ✪ Δ ___ Position students (instead of themselves) as the authorities on and evaluators of developing ideas (T91) ✪ Δ * ___ Manage and direct the discussion only when appropriate, and always toward clear learning goals (T90) ___ 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 ___ Track student contributions (T18) ___ Pause classroom work to name instances in which valued norms are being upheld appropriately (T71) Δ* ___ Pause discussions to name instances in which valued norms are being upheld appropriately (T72) ___ Provide whole-group feedback on the quality, nature, and/or structure of a discussion (T67) ___ Provide individual feedback to students on the ways they participate (or not) in whole class discussions (T64)	___ Explicitly establish, refer to, and/or maintain norms that support whole class discussion (T31) ___ Justify the importance of whole class discussions as a powerful STEM learning strategy (T56) ___ Create and protect space for collaborative reflection on emerging ideas and understandings (T124) Δ ___ Assign competence to students in authentic ways (T68) ✪ Δ * ___ Invite and expect all students to ask questions about each others' ideas (T78) ✪ Δ * ___ Work to facilitate students taking up and building on each others' ideas (T131) ___ Engage students in whole class discussion intentionally with respect to particular learning goals (T151) ✪ ___ 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)*
___ Holding each other accountable to asking questions of one another (S48)
___ Naming and offering suggestions to address status issues (S15) ✪
___ Participating actively and equitably in whole class discussions (S34) ✪
___ Using language support structures (e.g., sentence stems, word lists, etc.) to start and participate in small group conversation (S40) Δ*
___ Using non-judgemental language (i.e. focusing on ideas, not people sharing them) (S41) Δ*

TEACHING PRACTICE