When accomplished STEM teachers

facilitate productive small group work,

they may do one or more of the following:

___ Justify the importance of small group work as a powerful STEM learning strategy (T54)
___ 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) ✪
___ Ask questions of designated reporters (T6)
___ Consistently gather information about the nature and content of small group work (T16)
___ Move among and interact with small groups in order to make sense of how students' ideas are developing (T13) ✪
___ Identify the difference between productive struggle and sheer frustration, and intervene meaningfully in the latter (T35)
___ Pause small group work to name instances in which valued norms are being upheld appropriately (T73)
___ Intervene in small group work minimally and intentionally (e.g., to redirect student work or press on student thinking) (T86)
___ Spend equitable time with all groups (T122)
___ Work with one group or student while also maintaining the engagement of the rest of the class (T132)
___ Ensure small group work is an appropriate activity structure for the focal task(s) (T137)
___ Interact with groups with a purpose and in relation to learning goals (T138) ✪
___ 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)

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

___ Asking questions of the teacher and other students to clarify their own thinking (S11) ✪ Δ
___ Knowing when independent work is appropriate in small group work (S13)
___ Relying on each other instead of or before relying on the teacher (S16) Δ
___ Respectfully interrupting each other (S17) Δ
___ Spontaneously comparing and contrasting each others' ideas (S38) Δ
___ Using language support structures (e.g., sentence stems, word lists, etc.) to start and participate in small group conversation (S40) Δ*
___ Adjusting the physical environment or their place in it to better support their learning (e.g., moving their desk closer to a peer) (S44)

Evidence Checklist	**Core Practice:** Facilitate Productive STEM Discourse

When accomplished STEM teachers
facilitate productive 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)	___ 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) ___ Work with one group or student while also maintaining the engagement of the rest of the class (T132) ___ Spend equitable time with all groups (T122)	___ Provide language support structures (e.g., sentence stems, word lists, etc.) (T66) ✪ Δ * ___ Provide clear expectations for how every student is engaged in the small group's work (T61) ___ Make clear how small group work will be assessed (T57) ___ Move among and interact with small groups in order to make sense of how students' ideas are developing (T13) ✪ ___ Track student contributions (T18) ___ Ask questions of designated reporters (T6) ___ Interact with groups with a purpose and in relation to learning goals (T138) ✪ ___ Pause small group work to name instances in which valued norms are being upheld appropriately (T73) ___ 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)	___ Ensure small group work is an appropriate activity structure for the focal task(s) (T137) ___ Justify the importance of small group work as a powerful STEM learning strategy (T54) ___ Set up and reinforce roles for individual group members (e.g., recorder, reporter) (T140) ___ Identify the difference between productive struggle and sheer frustration, and intervene meaningfully in the latter (T35) ___ 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...

___ Asking questions of the teacher and other students to clarify their own thinking (S11) ✪ Δ
___ Knowing when independent work is appropriate in small group work (S13)
___ Relying on each other instead of or before relying on the teacher (S16) Δ
___ Respectfully interrupting each other (S17) Δ
___ Spontaneously comparing and contrasting each others' ideas (S38) Δ
___ Using language support structures (e.g., sentence stems, word lists, etc.) to start and participate in small group conversation (S40) Δ*
___ Adjusting the physical environment or their place in it to better support their learning (e.g., moving their desk closer to a peer) (S44)

　TEACHING PRACTICE