

When accomplished STEM teachers
organize sequence(s) of learning experiences
 they may do one or more of the following:

<input type="checkbox"/> Create and protect space for collaborative reflection on emerging ideas and understandings (T124) Δ
<input type="checkbox"/> Anticipate and create space for common errors and misconceptions to arise and be explored (T136) Δ
<input type="checkbox"/> Have plans in place for students who demonstrate mastery early that relate to learning goals (T152) Δ
<input type="checkbox"/> Set up and reinforce roles for individual group members (e.g., recorder, reporter) (T140)
<input type="checkbox"/> Set up the physical environment appropriately and/or implement speedy transitions of physical space (T141)
<input type="checkbox"/> Use organizational routines or activity structures that allow all students to participate equitably and that directly address issues of status (e.g., complex instruction) (T144) ⚡
<input type="checkbox"/> Use organizational routines or activity structures with respect to specific tasks (T145)
<input type="checkbox"/> Explicitly call out a change in the planned classroom activity based on emerging student ideas (T69)
<input type="checkbox"/> Explicitly emphasize and value conceptual understanding and reasoning (T46)
<input type="checkbox"/> Scaffold and support students without decreasing cognitive demand (T92)
<input type="checkbox"/> Draw on knowledge of students' previous work and thinking (T125)
<input type="checkbox"/> Provide consistent, diverse opportunities for students to process information in multiple formats (T116)
<input type="checkbox"/> Adjust next steps in instruction based on errors and misconceptions that arise (T146) ⚡
<input type="checkbox"/> Create and protect space for students to make decisions about how they will engage with each other (T148) Δ
<input type="checkbox"/> Create and protect space for students to make decisions about how they will engage with the content (T149) Δ
<input type="checkbox"/> Ensure small group work is an appropriate activity structure for the focal task(s) (T137)
<input type="checkbox"/> Deviate from a plan based on evidence of student understanding (T150)

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

<input type="checkbox"/> Making connections between prior content/learning and current content/learning (i.e., demonstrating transfer) (S31)
<input type="checkbox"/> Sharing their ideas in forms/ways they choose (S36)

Evidence Checklist	Core Practice: <i>Plan for Engagement with Important STEM Ideas</i>
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When accomplished STEM teachers **organize sequence(s) of learning experiences** they may do one or more of the following:

ALWAYS		STRATEGICALLY	
<i>More Straightforward:</i>	<i>More Challenging:</i>	<i>More Straightforward:</i>	<i>More Challenging:</i>
<p>___ Use organizational routines or activity structures with respect to specific tasks (T145)</p> <p>___ Set up the physical environment appropriately and/or implement speedy transitions of physical space (T141)</p>	<p>___ Use organizational routines or activity structures that allow all students to participate equitably and that directly address issues of status (e.g., complex instruction) (T144) ⚡</p> <p>___ Provide consistent, diverse opportunities for students to process information in multiple formats (T116)</p> <p>___ Scaffold and support students without decreasing cognitive demand (T92)</p> <p>___ Draw on knowledge of students' previous work and thinking (T125)</p> <p>___ Anticipate and create space for common errors and misconceptions to arise and be explored (T136) Δ</p> <p>___ Deviate from a plan based on evidence of student understanding (T150)</p>	<p>___ Explicitly call out a change in the planned classroom activity based on emerging student ideas (T69)</p> <p>___ Explicitly emphasize and value conceptual understanding and reasoning (T46)</p> <p>___ Have plans in place for students who demonstrate mastery early that relate to learning goals (T152) Δ</p>	<p>___ Set up and reinforce roles for individual group members (e.g., recorder, reporter) (T140)</p> <p>___ Ensure small group work is an appropriate activity structure for the focal task(s) (T137)</p> <p>___ Create and protect space for students to make decisions about how they will engage with each other (T148) Δ</p> <p>___ Create and protect space for students to make decisions about how they will engage with the content (T149) Δ</p> <p>___ Create and protect space for collaborative reflection on emerging ideas and understandings (T124) Δ</p> <p>___ Adjust next steps in instruction based on errors and misconceptions that arise (T146) ⚡</p>

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

___ Making connections between prior content/learning and current content/learning (i.e., demonstrating transfer) (S31)
___ Sharing their ideas in forms/ways they choose (S36)