When accomplished STEM teachers
use student ideas to make strategic decisions about next instructional steps,
they may do one or more of the following:

___ Have plans in place for students who demonstrate mastery early that relate to learning goals (T152) Δ
___ Ask a variety of students to share ideas, when appropriate (T1) ✪
___ Clearly know critical information about all groups' progress and thinking (T21) ✪
___ Consistently gather information about the nature and content of small group work (T16)
___ Make and test conjectures about students' current understanding (T22)
___ Explicitly call out a change in the planned classroom activity based on emerging student ideas (T69)
___ Explicitly encourage movement/development along a trajectory of mastery for a particular concept (T49)
___ Intervene in small group work minimally and intentionally (e.g., to redirect student work or press on student thinking) (T86)
___ Draw on knowledge of students' previous work and thinking (T125)
___ Adjust next steps in instruction based on errors and misconceptions that arise (T146) ✪
___ Create and protect space for students to make decisions about how they will engage with each other (T148) Δ
___ Create and protect space for students to make decisions about how they will engage with the content (T149) Δ
___ Quickly weigh the benefits, costs, and implications of focusing on some students' ideas over others (T153) Δ
___ Strategically pick students or student work to share out in ways that help the class meet the goal(s) of the discussion (T154)
___ Take time to make the right/best, next pedagogical choice (T142)
___ Assess students' understanding in multiple formats (verbally, in writing, publicly, non-verbally) during lesson (T14)
___ Adjust the cognitive demand of a task to meet the needs of a particular group of students (T147)
___ Deviate from a plan based on evidence of student understanding (T150)

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

___ Reflecting on and reporting about their learning with respect to valued goals (S54)
___ Reflecting on the cognitive demand of an activity and seeking help to adjust it, as needed (e.g., asking to share developing ideas with a partner) (S55)

Evidence Checklist	Core Practice: Elicit, represent, and capitalize on student ideas

When accomplished STEM teachers
use student ideas to make strategic decisions about next instructional steps,
they may do one or more of the following:

ALWAYS		STRATEGICALLY	
More Straightforward:	*More Challenging:*	*More Straightforward:*	*More Challenging:*
___ Assess students' understanding in multiple formats (verbally, in writing, publicly, non-verbally) during lesson (T14) ___ Intervene in small group work minimally and intentionally (e.g., to redirect student work or press on student thinking) (T86)	___ Deviate from a plan based on evidence of student understanding (T150) ___ Draw on knowledge of students' previous work and thinking (T125) ___ Take time to make the right/best, next pedagogical choice (T142)	___ Ask a variety of students to share ideas, when appropriate (T1) ✪ ___ Explicitly call out a change in the planned classroom activity based on emerging student ideas (T69) ___ Have plans in place for students who demonstrate mastery early that relate to learning goals (T152) Δ	___ Create and protect space for students to make decisions about how they will engage with the content (T149) Δ ___ Create and protect space for students to make decisions about how they will engage with each other (T148) Δ ___ Quickly weigh the benefits, costs, and implications of focusing on some students' ideas over others (T153) Δ ___ Strategically pick students or student work to share out in ways that help the class meet the goal(s) of the discussion (T154) ___ Make and test conjectures about students' current understanding (T22) ___ Consistently gather information about the nature and content of small group work (T16) ___ Clearly know critical information about all groups' progress and thinking (T21) ✪ ___ Adjust the cognitive demand of a task to meet the needs of a particular group of students (T147) ___ Adjust next steps in instruction based on errors and misconceptions that arise (T146) ✪ ___ Explicitly encourage movement/ development along a trajectory of mastery for a particular concept

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

___ Reflecting on and reporting about their learning with respect to valued goals (S54)
___ Reflecting on the cognitive demand of an activity and seeking help to adjust it, as needed (e.g., asking to share developing ideas with a partner) (S55)