<table>
<thead>
<tr>
<th>STEM Classroom Walk-Through Checklist: Elementary and Secondary</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:___________________ Observer:_______________________</td>
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<tr>
<td>Location:_____________ Date:______________________________</td>
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### Classroom Environment
- Classroom environment is conducive to STEM instruction.
  - Flexible work spaces are evident.
  - Students have access to multiple resources including print and digital resources.
  - Instruction reflects an interdisciplinary approach.
  - Evidence of design logs or other documentation of student thinking.

### Culture and Design
- Students are actively questioning, brainstorming, utilizing the design cycle and making decisions at high levels in all learning experiences.
- Students have opportunities to present and defend their work to peers.
- Students are aware of STEM occupations and how their work prepares them for the future.
- Students have opportunities for hands-on experiences.
- Cross curricular planning drives instruction. Evidence of multiple subject areas is present in the classroom.
- Students understand basic concepts and can articulate connections between experiences and underlying principles.
- Teacher implements project and problem-based learning to assess learning that combines two or more STEM areas.

### Teaching and Learning
- Students share ideas and work effectively in both individual and group settings.
- Students identify, understand and apply technologies needed to develop solutions to problems or construct answers to complex questions.
- Students listen and analyze multiple points of view before taking action.
- Teacher provides students with exposure to emerging technologies and model expectations for students to use technology in a responsible/ethical manner.
- Students engage in rich discourse in which decision-making, problem-solving, and problem-posing are evident.