**Structure Matters: Twenty-one Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity**

Read the first page of the article and first paragraph on page 2 to understand rationale for the strategies. \*Note: Research regarding effective biology instruction is applicable to STEM teaching in general.

Read and take notes on your assigned strategies then discuss with your expert group.

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| Name of Strategy | Description of Strategy | Classroom Implications | Additional Ideas from Discussion |
| Wait time |  |  |  |
| Allow students time to write |  |  |  |
| Think-pair-share |  |  |  |
| Do not try to do too much |  |  |  |
| Hand raising |  |  |  |
| Multiple hands, multiple voices |  |  |  |
| Random calling |  |  |  |
| Assign reporters for small groups |  |  |  |
| Whip around |  |  |  |
| Monitor student participation |  |  |  |
| Learn or have access to student names |  |  |  |
| Integrate culturally diverse examples |  |  |  |
| Work in stations or small groups |  |  |  |
| Use varied active-learning strategies |  |  |  |
| Be explicit about promoting access and equity |  |  |  |
| Ask open-ended questions |  |  |  |
| Do not judge responses |  |  |  |
| Use praise with caution |  |  |  |
| Establish classroom community  |  |  |  |
| Teach them from the moment they arrive |  |  |  |
| Collect assessment evidence from every student, every class. |  |  |  |