STEM and STEAM Designation Rubric

July 2025

Please use the following contact information for any questions you may have regarding this process and/or application:
The Ohio Department of Education and Workforce:
STEM@education.ohio.gov
The Ohio STEM Learning Network:
OSLN@battelle.org

Department of Education & Workforce

About the Rubric

The Ohio STEM Committee, the Ohio Department of Education and Workforce, and the Ohio STEM Learning Network are committed to ensuring each child in Ohio is challenged, prepared, and empowered through innovative approaches to teaching and learning. STEM and STEAM education provides an opportunity for each child to discover and learn, pursue a fulfilling post-high school path, and become a resilient, lifelong learner who contributes to society.

The Ohio STEM Committee is responsible for determining STEM and STEAM designation. Schools designated as STEM or STEAM schools or as STEM or STEAM school equivalents will remain designated for five years. At the end of that five-year period, schools are required to reapply to the STEM Committee to maintain their designation. Proposals for designation will be reviewed according to The Ohio STEM and STEAM Designation Rubric.

Applicants are responsible for timely submission of applications. The submitted applications will be public records within the possession of the Ohio Department of Education and Workforce. The rubric is aligned with Future Forward Ohio Priorities, *Each Child, Our Future* – Ohio's Strategic Plan for Education, Ohio's Quality Model for STEM and STEAM Schools, and legal requirements established in Ohio Revised Code Chapter 3326.

The rubric encompasses **twelve attributes - four attributes addressing Culture for Learning**, **five attributes addressing Learning and Teaching**, and **three attributes addressing Pathways to Success in Careers**.

Schools that receive an "Emerging" rating on any of the rubric components will not yet be recommended for five years of Designation. Certain attributes require a minimum rating of "Executing" and others require either "Establishing" or "Executing" for a school to be recommended for designation. **Applicants can see the minimum required rating for each attribute in the respective sections of the rubric in purple text.**

Schools that reapply after five years of STEM or STEAM designation that are not recommended for additional years of designation upon the completion of this process will collaborate with the Department of Education and Workforce and the Ohio STEM Learning Network to develop and implement a STEM Growth Plan as established in Ohio Revised Code 3326.03 (E)(2) and 3326.032 (C)(2).

Distinct requirements or additional information for STEAM Designation are in bold, italicized, maroon text.

The application requires artifacts to be submitted to demonstrate evidence of the school's STEM and STEAM pedagogy in practice. Artifacts are defined as forms of evidence that can be used to showcase educational practices that align with STEM and STEAM best practices. Artifacts can take on various formats, including but not limited to documents, webpages, videos, images, flyers, news stories, images or videos of models, prototypes, presentations, spaces, reports, publications, forms, lesson plans, applications, spreadsheets and more. If appropriate, the same artifact can be used as evidence for multiple attributes. The submitted artifacts should be representative of schoolwide, current and exemplary practice of STEM pedagogy. The selection of the artifacts should be purposeful in order to tell a story of ongoing and growing STEM practices accessible to all students within the school. Some of the required artifacts will need to span a certain time period, so please note any required dates in the application. **Certain sections of the rubric ask for minimum required specific artifacts in purple text**, while others may simply offer suggestions.

Helpful tips for the written application platform can be found in grey, italicized text throughout the application.

Rubric Categories	
Emerging	**Insubstantial or absent** evidence of meeting the requirements aligned with Ohio law and the Quality Model for STEM and STEAM Schools.
Establishing	Evidence of meeting the requirements aligned with Ohio law and the Quality Model for STEM and STEAM Schools is limited to **clusters of teachers, students, grade levels or disciplines**.
Executing	Evidence of meeting the requirements aligned with Ohio law and the Quality Model for STEM and STEAM Schools spans **across all grade levels and disciplines and includes all teachers and students**.

Note: In the case of multiple elements under one attribute, the summative rating is based on the lowest scored element.

Definitions	
Limited	Few teachers or students; individuals **not related** with respect to grade level, content area, etc. An unrelated group of students or teachers that does not constitute a cluster and is not occurring schoolwide.
Cluster of Students	A **related group** of students. For example, the entire 7th grade, all students in a particular CTE pathway, all students enrolled in Algebra I, etc. Cluster can include only one course, if and only if, a significant number of the student population is enrolled in the course. For example, Algebra I course that the majority of 9th grade students enroll in could be a cluster, but an elective course that only 25 9th grade students enroll in would not be considered a cluster.
Cluster of Teachers	A **related group** of teachers. For example, all math teachers, a grade level team, all unified arts/electives teachers, etc. Cluster can include only one teacher, if and only if, that teacher teaches a related group of students. For example, the school has one ELA teacher who teaches all freshmen. Cluster can refer to a group of teachers from different grade levels and subjects if this group collaborates as a professional learning community on implementing a strategy or a tool in the school.
Schoolwide	**All grade levels and disciplines**. Given a wide spectrum of school sizes (especially high school), the minimum scope of schoolwide (that needs to be confirmed via written application and site visit) includes all core subjects across all grade levels, and a significant number of non-core subjects (ranging from arts to CTE courses) representative of all grade levels.

Proposals for STEM or STEAM School Designation must be submitted by (Ohio Revised Code Section 3326.03):

A partnership of public and private entities consisting of at least all of the following:
(1) A city, exempted village, or local **school district**;
(2) **Higher education entities**;
(3) **Business organizations**.
A community school established under Chapter 3314. of the Revised Code, a chartered nonpublic school, or both may be part of the partnership.

STEM or STEAM School Equivalent Designation (Ohio Revised Code Section 3326.032) applies to:

(1) A school operated by a **joint vocational school district**;
(2) A school offering career-technical education programs that is operated by a school district that is a **comprehensive career-technical education provider**;
(3) A school offering career-technical education programs that is operated by a **school district that is a participant in a compact career-technical education provider**;
(4) A **community school** established under Chapter 3314. of the Revised Code;
(5) A **chartered nonpublic** school.

School Equivalents are subject to all parts of this rubric unless otherwise noted.

All corresponding code sections for STEM or STEAM School Equivalents are highlighted gray.

Culture for Learning- Beliefs and Disposition, Equity and Access

1.1 Cultural Strategies

(Minimum rating required for designation: Executing)

STEM and STEAM schools exhibit age-appropriate, school-wide cultural strategies reflecting innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability. ORC 3326.03(C)(4); 3326.032(B)(3).

	Emerging	Establishing	Executing
Ratings	Community values are not utilized throughout the school. The school's cultural strategies do not reflect innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability.	Community values are sometimes utilized. The school's cultural strategies reflecting innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability are not exhibited on the schoolwide level.	Community values are consistently utilized. The school exhibits schoolwide STEM cultural strategies including innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability.
Written Application	**Upload an artifact** depicting the school's community values, for example, something that reflects what is expected in a successful adult. These may be referred to as the school's Habits of Mind or School Pillars. **(Required)** *(The platform setting will prompt the applicant to submit this document.)* Upload **two to four artifacts** that demonstrate how the school models this attribute. *(The platform will allow for the maximum number of artifacts to be submitted, in this case four. After each artifact is submitted, the prompt for the accompanying narrative will follow.)* **Some examples of artifacts may include, but are not limited to** • Description of school structures (schoolwide meetings, advisory meetings, announcements, etc.) focused on school's habits of mind • Instructional plans that capture how the STEM cultural strategies are embedded in teaching and learning • Student work samples that demonstrate how students apply the STEM cultural strategies • Professional development documents (agendas, purpose and objectives, excerpts of content, etc.) that demonstrate the school's focus on incorporating the STEM cultural strategies in its teaching and learning practices ***The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute, regardless of its format.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words). *(This prompt will follow each submitted artifact.)*		

Culture for Learning

1.2 Inclusive Mission

(Minimum rating required for designation: Executing)

Unless the school serves only students identified as gifted under Chapter 3324 of the Revised Code, the school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic or artistic ability. ORC 3326.10(D).
The school will assert its best effort to attract a diverse student body that reflects the community, and the school will recruit students from disadvantaged and underrepresented groups. ORC 3326.10(E).

	Emerging	Establishing	Executing
Ratings	There are limited learning opportunities that recognize and value student cultures, languages, and experiences. The school does not assert an effort to attract a diverse student body that reflects the community.* The school admission is limited based on student intellectual, athletics, or artistic ability, or measures of achievement or aptitude.*	Learning opportunities recognize and value student cultures, languages, and experiences in clusters. The school asserts an effort to attract a diverse student body that reflects the community.*	Learning opportunities recognize and value student cultures, languages, and experiences schoolwide. The school asserts an effort to attract a diverse student body that reflects the community.* The school recruits students from disadvantaged and underrepresented groups from their community.*
	**Does not apply for schools that serve only gifted students under ORC Chapter 3324, or schools applying for the STEM/STEAM school equivalent designation under ORC 3326.032.*		
Written Application	**STEM or STEAM Schools (not STEM or STEAM School Equivalents): Upload an artifact** depicting how demographics of the school compare to the demographics of its district or community. Demographics must at a minimum include race, sex, socioeconomic status and special education data. **(Required)** *(The platform setting will prompt the applicant to submit this document.)* Upload **two to four additional artifacts** that demonstrate how the school models this attribute. *(The platform will allow for the maximum number of artifacts to be submitted, in this case four. After each artifact is submitted, the prompt for the accompanying narrative will follow.)* **Some examples of artifacts may include, but are not limited to:** • Recruitment efforts • Instructional plans that incorporate student cultures, languages, and experiences • School or classroom events that incorporate student cultures, languages, and experiences ***The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute, regardless of its format.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words).		

Culture for Learning

1.3 School Leadership

(Minimum rating required for designation: Establishing)

Evidence that school leadership supports the curriculum principles in ORC 3326.03(C)(5) or 3326.032(B)(4), as applicable, including rigorous, diverse, integrated, and problem- or project-based curriculum to all students enrolled in the school that includes: (a) the role of science technology, engineering and mathematics in promoting innovation and economic progress; (b) the use of design thinking as a school-wide approach; (c) opportunities for students to engage in personalized learning; and (d) the arts and the humanities. ORC 3326.03(C)(6); *3326.032(B)(5) applies to School Equivalents*

	Emerging	Establishing	Executing
Ratings	School leaders are driven by a vision for learning. Leaders empower few teachers to facilitate design thinking, problem- or project-based learning, and personalized student learning. Leaders assert effort to promote interdisciplinary teacher collaboration.	School leaders are driven by a vision for learning that recognizes the importance of STEM/STEAM in promoting innovation and economic progress. Leaders empower teachers in cluster(s) to facilitate design thinking, problem- or project-based learning, and personalized student learning. Leaders create school structures that promote interdisciplinary teacher collaboration.	School leaders are open, agile, and driven by a vision for learning that recognizes the importance of STEM/STEAM in promoting innovation and economic progress. Leaders empower all teachers schoolwide (including the arts and the humanities) to facilitate design thinking, problem- or project-based learning, and personalized student learning. Leaders create school structures that sustain interdisciplinary teacher collaboration.
Written Application	**Upload an artifact** depicting the school's master schedule that shows structures that promote or sustain interdisciplinary teacher collaboration. **(Required)** **Upload an artifact** depicting the school's professional development schedule that shows structures that promote or sustain interdisciplinary teacher collaboration. **(Required)** Upload **one to three additional artifacts** that demonstrate how the school models this attribute. *(The platform will allow for the maximum number of artifacts to be submitted, in this case three.* *After each artifact is submitted, the prompt for the accompanying narrative will follow.)* **Some examples of artifacts may include, but are not limited to:** • Documents depicting opportunities for staff collaboration during a school day or week, such as a daily or weekly school schedule with clearly delineated common planning time among specific teachers • Agendas for staff meetings (daily, weekly, and/or monthly agendas capturing the collaboration aspects of the meeting)		

- School calendar (monthly, marking period, semester, trimester, year, etc.) that supports staff collaboration
- Minutes from teacher teams' meetings focused on common planning
- School strategic plan or annual action plan that outlines professional development for teachers, cross-curricular integration or advancing community partnerships
- Agendas and/or notes from a professional development or professional meetings depicting the school leaders empowering teachers to engage in design thinking, problem- or project-based learning, or personalized learning.
- Agendas and/or notes from a professional development or professional meetings depicting the school leaders employing design thinking, problem- or project-based learning, or personalized learning

The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute.

Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words).

(This prompt will follow each submitted artifact.)

Culture for Learning

1.4 Governing Body, STEM/STEAM Advisory Group and Curriculum Team

(Minimum rating required for designation: Executing)

STEM/STEAM Designation

Assurances that the STEM school or group of STEM schools will be under the oversight of a governing body and a description of the members of that governing body and how they will be selected. ORC 3326.03(C)(2)

A description of how each school's curriculum was developed using the curriculum principles described in ORC 3326.03(C)(5) or 3326.032(B)(4), as applicable, and approved by a curriculum team in accordance with ORC 3326.09. ORC 3326.03(C)(7); 3326.032(B)(6)

Curriculum Team

Subject to approval by its governing body, the curriculum of each science, technology, engineering, and mathematics school and of each community school or chartered nonpublic school that is designated as a STEM school equivalent under section 3326.032 of the Revised Code shall be developed by a team that consists of at least:

- the school's chief administrative officer,
- a teacher,
- a representative of the higher education institution that is a collaborating partner in the STEM school or school designated as a STEM school equivalent,
- and a member of the public with expertise in the application of science, technology, engineering, or mathematics.

In the case of a STEAM school or a STEAM school equivalent, the team also shall include an expert in the integration of arts and design into the STEM fields. ORC 3326.09

<table>
<tr><td rowspan="3">Ratings</td><td>Emerging</td><td>Establishing</td><td>Executing</td></tr>
<tr><td>Two or more of the elements below are not established:</td><td>One of these elements is not established:</td><td>All elements below are established:</td></tr>
<tr><td colspan="3">The school has a governing body and/or STEM or STEAM advisory group which consists of members selected for their expertise in STEM/STEAM pedagogy.
The governing body and/or STEM or STEAM advisory group oversees the operations of the school.
The governing body and/or STEM or STEAM advisory group meets throughout the school year to discuss the progress of the school in STEM/STEAM practices.
The Curriculum Team, consisting of at least the school's chief administrative officer, a teacher, a representative of the higher education partner and a member of the public with expertise in the STEM/STEAM disciplines, engage in curriculum design aligned to STEM/STEAM practices. In the case of a STEAM school or a STEAM school equivalent, the team also shall include an expert in the integration of arts and design into the STEM fields.</td></tr>
<tr><td>Written Application</td><td colspan="3">Upload an artifact listing the members of the school's governing body and their affiliations. Include a description of how the members are selected. (Required)
(The platform setting will prompt the applicant to submit this document. After this artifact is submitted, the prompt for the accompanying narrative will follow.)
Upload the agendas and minutes for all governing body meetings that have occurred within the past 18 months. (Required)
(The platform setting will prompt the applicant to submit this document. Merge all documents into a single PDF before uploading.)

Answer the prompts describing the school's organizational structure. (Required)
If the school has a STEM/STEAM advisory group that is different from the governing body, please upload an artifact listing the members and their affiliations. Please be sure to include a description of how the members are selected. (Required for schools that have a STEM/STEAM advisory group)
(After the artifact is submitted, the prompt for the accompanying narrative will follow.)
Upload the agendas and minutes for all STEM/STEAM advisory group meetings that have occurred within the past 18 months. (Required)
(The platform setting will prompt the applicant to submit this document. Merge all documents into a single PDF before uploading.)
If the Curriculum Team is different from the governing body and STEM/STEAM advisory group, please upload an artifact listing the members and their affiliations. Be sure to include a description of how the members are selected. (Required for the schools that have a Curriculum Team different than their governing body and advisory group)
(After the artifact is submitted, the prompt for the accompanying narrative will follow.)</td></tr>
</table>

	Upload the agendas and minutes for all Curriculum Team meetings that have occurred within the past 18 months. **(Required)** *(The platform setting will prompt the applicant to submit this document. Merge all documents into a single PDF before uploading.)*

Learning and Teaching

2.1 Integrity of Academic Disciplines

(Minimum rating required for designation: Executing)

This section assesses that the school maintains the integrity of each academic discipline and its corresponding grade-level content standards when integrated with other disciplines.

ORC 3326.03(C)(5); 3326.032(B)(4) Evidence that each school will offer a rigorous, diverse, integrated, and problem- or project-based curriculum to all students enrolled in the school, with the goal to prepare all students for post-high school learning experiences, the workforce, and citizenship, and that does all of the following: (a) Emphasizes and supports the role of science, technology, engineering, and mathematics in promoting innovation and economic progress; (d) Includes the arts and humanities. ***If the proposal is for a STEAM school, it also shall include evidence that the curriculum will integrate arts and design into the study of science, technology, engineering, and mathematics to foster creative thinking, problem-solving, and new approaches to scientific invention.***

	Emerging	Establishing	Executing
Ratings	One or more elements below are not occurring:	Each of the elements below are occurring, but one or more are not occurring schoolwide:	All elements below are occurring schoolwide:
	• Learning experiences require students to integrate knowledge from two or more disciplines. ***For STEAM schools: the learning experiences integrate the arts and design into the study of science, technology, engineering and mathematics.*** • Interdisciplinary learning experiences are content-accurate, anchored to at least one relevant content standard for each discipline represented.		
Written Application	**Upload two to four lesson plans** (implemented within the past 12 months) of an interdisciplinary learning experience that is anchored to content standards for each discipline represented. **(Two lesson plans are required.)** *(The platform setting will prompt the applicant to submit this document.* *After the artifact is submitted, the prompt for the accompanying narrative will follow.)* Upload **one or two additional artifacts** that demonstrate how your school models this attribute. *(The platform will allow for the maximum number of artifacts to be submitted, in this case two.* *After each artifact is submitted, the prompt for the accompanying narrative will follow.)*		

	Some examples of artifacts may include, but are not limited to: • Documents capturing interdisciplinary planning of learning opportunities (consider including various subjects and grade levels) • Documents and/or images depicting integrated curriculum maps • Documents and/or images depicting focus on industry standards • Documents and/or images depicting horizontal alignment of standards • Student work samples that capture integration of learning across various disciplines (consider including various subjects and grade levels) ***The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words). *(This prompt will follow each submitted artifact.)*

Learning and Teaching

2.2 Teaching and Learning Approaches

(Minimum rating required for designation: Executing)

This section assesses the teaching and learning approaches employed in the school.

ORC 3326.03(C)(5); 3326.032(B)(4) Evidence that each school will offer a rigorous, diverse, integrated, and problem- or project-based curriculum to all students enrolled in the school, with the goal to prepare all students for post-high school learning experiences, the workforce, and citizenship, and that (b) emphasizes the use of design thinking as a schoolwide approach.

	Emerging	Establishing	Executing
Ratings	One or more elements below are not occurring:	Each of the elements below are occurring, but one or more are not occurring schoolwide:	All elements below are occurring schoolwide:
	• Students learn by doing and engaging in activities that connect learning to real-world issues, situations, and problems. • Students engage in problem-based or project-based learning by experiencing research, problem-solving, project documentation, and participating in presentations of learning to an authentic audience. • Students engage in the design thinking process.		

Written Application	Upload a visual depicting the design thinking process commonly used in your school. Upload **two to four artifacts** that demonstrate how the school models this attribute schoolwide. *(The platform will allow for the maximum number of artifacts to be submitted, in this case four. After each artifact is submitted, the prompt for the accompanying narrative will follow.)* **Some examples of artifacts may include, but are not limited to:** • An instructional plan depicting the application of design thinking process • A problem-based learning and/or project-based learning planning document • Examples of inquiry-based learning in daily instruction • Examples of presentations of learning involving authentic audiences ***The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words). *(This prompt will follow each submitted artifact.)*

Learning and Teaching

2.3 Computational Thinking and Technology

(No minimum rating required for designation.)

This section assesses the applications of relevant modern technology and computational thinking to promote creativity and innovation.
Students engage in diverse curriculum offerings that incorporate relevant technologies (e.g., research, engineering, computer science, design, digital fabrication, etc.). ORC 3326.10(C)(5); 3326.032(B)(4)

Ratings	Emerging	Establishing	Executing
	Technology is directly substituted for traditional teaching tools or methods. The school does not provide age-appropriate opportunities for students to engage with relevant modern technologies. Based on grade-level: • For K-5 only: the school does not integrate Computational Thinking into instruction. • For grades 6-8 only: the school	Students use technology tools identified by teachers to solve problems. The school provides age-appropriate opportunities for students to engage with relevant modern technologies in cluster(s). Based on grade-level: • For K-5 only: the school integrates Computational Thinking into instruction in cluster(s). • For grades 6-8 only: the school	Students identify and use the technology tools they need to solve problems. Schoolwide, the school provides age-appropriate opportunities for students to engage with relevant modern technologies. Based on grade-level: • For K-5 only: the school integrates Computational Thinking into instruction for all students. • For grades 6-8 only: the school

	does not offer Computer Science course(s) or integrate Computational Thinking into existing course(s). • For high school only: the school does not offer Computer Science course(s) or integrate Computational Thinking into existing course(s).	offers Computer Science course(s) or integrates Computational Thinking into existing course(s). • For high school only: the school offers Computer Science course(s) or integrates Computational Thinking into existing course(s).	requires at least one Computer Science course for all students. • For high school only: the school requires that each student earns at least one credit in Computer Science.
Written Application	Upload **two to four artifacts** that demonstrate how the school models this attribute. *(The platform will allow for the maximum number of artifacts to be submitted, in this case four. After each artifact is submitted, the prompt for the accompanying narrative will follow.)* **Some examples of artifacts may include, but are not limited to:** • Instructional plans and/or student work samples that capture use of technology to solve problems • Instructional plans and/or student work samples that capture teaching and learning of computational thinking • Course catalog depicting courses that incorporate relevant modern technologies • Course catalog depicting computer science courses available to students ***The above listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words). *(This prompt will follow each submitted artifact.)*		

Learning and Teaching

2.4 Personalized Learning

(Minimum rating required for designation: Establishing)

ORC 3326.03(C)(5)(c); 3326.032(B)(4)(c) STEM and STEAM schools provide opportunities for students to engage in personalized learning.

	Emerging	Establishing	Executing
Ratings	**Learner-Driven**: There are no personalized learning goals or students do not monitor their progress towards achieving teacher-created personalized learning goals. **Flexible Learning Environment**: Students do not have balanced opportunities to work independently and collaboratively to ensure that their individual learning needs are met. **Authentic Learning**: There are no personal learning pathways or experiences that connect to students' needs, interests, and aspirations. **Optimal Path and Pace**: Students are not provided with opportunities to progress at a pace that is appropriate to their needs in order to reach mastery of skills and competencies. **Evidence of Learning and Feedback**: Students are not assessed through a variety of ongoing and adaptable assessment techniques. Mastery learning or competency-based learning is not practiced.	**Learner-Driven**: Teachers, rather than students, lead the development of personalized learning goals and support students in monitoring progress towards achieving their goals. **Flexible Learning Environment**: Cluster(s) of students have balanced opportunities to work independently and collaboratively to ensure that their individual learning needs are met. **Authentic Learning**: Personal learning pathways and experiences that connect to students' needs, interests, and aspirations are educator-driven. **Optimal Path and Pace**: Cluster(s) of students are provided with opportunities to progress at a pace that is appropriate to their needs in order to reach mastery of skills and competencies. **Evidence of Learning and Feedback**: Cluster(s) of students are assessed through a variety of ongoing and adaptable assessment techniques. Mastery learning or competency-based learning is practiced in cluster(s).	**Learner-Driven**: Students have ownership of their own learning, set goals, make choices about how to accomplish them and monitor progress towards achieving their goals. **Flexible Learning Environment**: All students have balanced opportunities to work independently and collaboratively to ensure that their individual learning needs are met. **Authentic Learning**: Personal learning pathways and experiences that connect to students' needs, interests, and aspirations are student-driven. **Optimal Path and Pace**: All students are provided with opportunities to progress at a pace that is appropriate to their needs in order to reach mastery of skills and competencies. **Evidence of Learning and Feedback**: All students are assessed through a variety of ongoing and adaptable assessment techniques. Mastery learning or competency-based learning is practiced schoolwide.
Written	Upload **one artifact for each element** that demonstrates how the school models this attribute. *(The platform will allow for five artifacts to be submitted.*		

Application	*After each artifact is submitted, the prompt for the accompanying narrative will follow.)* **Some examples of artifacts may include, but are not limited to:** • School-developed documents related to implementation and support of student personalized learning pathways and experiences • Teacher-developed documents related to implementation and support of student personalized learning pathways and experiences • Lesson plans that capture student opportunities to choose their learning environment • Descriptions of school or classroom interventions to support closing the academic and nonacademic gaps • Examples of student voice and choice in learning opportunities • Student-created or teacher-created learning goal documents • Examples of performance-based assessment • Documents describing the mastery or competency-based learning school policy • Teacher-created documents depicting the process for remediation and achievement of mastery ***The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words). *(This prompt will follow each submitted artifact.)*

Learning and Teaching

2.5 STEM/STEAM Teaching Staff

(Minimum rating required for designation: Executing)

Evidence that each school will participate in regular STEM-focused professional development and share knowledge of best practices. ORC 3326.03(C)(8) and 3326.032(B)(7).

	Emerging	Establishing	Executing
Ratings	Professional development is not personalized for teaching staff. School's professional development is not focused on the domains of STEM education as outlined in Ohio's Quality Model for STEM and STEAM Schools. School staff does not engage in sharing knowledge of best STEM/STEAM instructional practices.	School's professional development is timely, ongoing, and personalized, but does not include the entire teaching staff. School's professional development does not encompass all three domains of STEM education as outlined in Ohio's Quality Model for STEM and STEAM Schools. School staff share their learning of best STEM/STEAM instructional practices with their colleagues from the school.	The entire teaching staff is included in timely, ongoing, and personalized professional development. School's professional development encompasses the three domains of STEM education as outlined in Ohio's Quality Model for STEM and STEAM Schools. School staff share their learning of best STEM/STEAM instructional practices beyond their school.
Written	**Upload an artifact** that demonstrates STEM/STEAM focused professional development opportunities for the staff over the past 3-4 years. **(Required)**		

Application	
	Upload an artifact that demonstrates teaching staff sharing STEM/STEAM instructional strategies within and/or beyond the school. Upload **one to three artifacts** that demonstrate how the school models this attribute. *(The platform will allow for the maximum number of artifacts to be submitted, in this case three. After each artifact is submitted, the prompt for the accompanying narrative will follow.)* **Some examples of artifacts may include, but are not limited to:** ● School's PD plan ● Agendas/content of STEM/STEAM focused PD ● Descriptions of PD providers and how they support implementation of STEM practices ● PD participation by teachers ● Targeted/individualized PD opportunities ● Evidence of a conference presentation or other service to the profession ● Description of onboarding policies related to STEM/STEAM pedagogy ● Job-embedded professional development/instructional coaches ● Book studies and staff participation ● Peer observations ● Video coaching ***The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words). *(This prompt will follow each submitted artifact.)*

Pathways to Success in Careers

3.1 Career Access and Exploration

(Minimum rating required for designation: Executing)

ORC 3326.03(C)(5)(a); 3326.032(B)(4)(a) Evidence that each school will offer a rigorous, diverse, integrated, and problem- or project-based curriculum to all students enrolled in the school, with the goal to prepare all students for post-high school learning experiences, the workforce, and citizenship, and that does all of the following: Emphasizes and supports the role of science, technology, engineering, and mathematics in promoting innovation and economic progress.

ORC 3326.03(C)(9); 3326.032(B)(8) Evidence that each school has established partnerships with institutions of higher education and businesses. ***If the proposal is for a STEAM school, it also shall include evidence of established partnerships with one or more arts organizations***

	Emerging	Establishing	Executing
Ratings	The school provides limited, if any, intentional developmentally appropriate opportunities to explicitly connect learning to professional STEM/STEAM careers. The school provides limited, if any, developmentally appropriate opportunities for STEM/STEAM business and industry awareness and exploration. *For high school only:* Mentorships, apprenticeships, and internships do not have clear expectations. *For high schools only:* The school does not provide access for students to complete certifications, credentials and/or credit completion at community colleges, colleges and/or universities.	The school provides intentional developmentally appropriate opportunities to explicitly connect learning to professional STEM/STEAM careers to cluster(s) of students. The school provides developmentally appropriate opportunities for STEM/STEAM business and industry awareness and exploration for cluster(s) of students. *For high school only:* Mentorships, apprenticeships, and internships have clear expectations that are not communicated to both students and to partner hosting the student. *For high schools only:* The school provides access for some students to complete certifications, credentials and/or credit completion at community colleges, colleges and/or universities.	The school provides intentional developmentally appropriate opportunities to explicitly connect learning to professional STEM/STEAM careers for all students. The school provides developmentally appropriate opportunities for STEM/STEAM business and industry awareness and exploration to all students. The school asserts an effort to ensure the demographics of students in school programs are representative of the school's population. *For high school only:* Mentorships, apprenticeships and internships have clear expectations communicated to both students and to partner hosting the student. *For high schools only:* The school provides access for all students to complete certifications, credentials and/or credit completion at community colleges, colleges and/or universities.

Written Application	**Upload** an artifact depicting the data, including the **percentage** of students broken down by demographics, participating in apprenticeships, internships, credentialing, college credit hours, etc., for the last completed school year. **(Required for high schools)** **Upload an artifact** that demonstrates the expectations for mentorships, apprenticeships and internships and how they are communicated to both students and to partner hosting the student. **(For high schools only)** Upload **three to five additional artifacts** that demonstrate how the school models this attribute. *(The platform will allow for the maximum number of artifacts to be submitted, in this case five.* *After each artifact is submitted, the prompt for the accompanying narrative will follow.)* **Some examples of artifacts may include, but are not limited to:** • Document describing the college and career exploration tool used by the school • Documents, instructional materials, student products, images, etc., of student explorations of careers (inside or outside the school) • Activities focusing on learning about STEM/STEAM careers • Documents and/or instructional materials connecting the content standards to authentic applications and careers • Mentorship opportunities (per grade level) and the corresponding student participation data • Shadowing opportunities (per grade level) and the corresponding student participation data • Internship opportunities (per grade level) and the corresponding student participation data • School-facilitated college visits and the corresponding student participation data • School-facilitated industry visits and the corresponding student participation data • List of activities related to career explorations (highlighting those related to STEM/STEAM fields) • List of speakers related to career explorations (highlighting those related to STEM/STEAM fields) ***The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words). *(This prompt will follow each submitted artifact.)*

Pathways to Success in Careers

3.2 Partnerships Extend Learning Opportunities

(Minimum rating required for designation: Executing)

ORC 3326.03(C)(9); 3326.032(B)(8) Evidence that each school has established partnerships with institutions of higher education and businesses. ***If the proposal is for a STEAM school, it also shall include evidence of established partnerships with one or more arts organizations.***
Schools will provide letters of support assuring that they have received commitments of sustained and verifiable fiscal and in-kind support from arts organizations. If the proposal is for a STEAM school or STEAM school equivalent, it also shall include assurances that the school has received commitments of sustained and verifiable fiscal and in-kind support from arts organizations. ORC 3326.03(C)(10); 3326.032(B)(9).

	Emerging	Establishing	Executing
Ratings	**Two or more of the elements below are not occurring:**	**One of the elements below is not occurring:**	**All of the elements below are occurring:**
	• The school has established partnerships with institutions of higher education and businesses. ***For STEAM schools: the school has established partnerships with one or more arts organizations.*** • Partners support instruction by providing ideas for design challenges and problem-based learning. • Partners share resources with the school, including but not limited to lab/design space, mentors, speakers, equipment, current industry information, expertise, and meeting facilities. • When age-appropriate, students have opportunities to participate in STEM/STEAM-related competitions, on-site/online STEM/STEAM exhibits, and/or in local, state and national STEM/STEAM forums. • *For high schools only:* Partners provide opportunities for work-based learning development, assisting in credential alignment, etc.		

Written Application	Upload **an artifact** listing the school's established partners. Provide a brief description of their collaboration commitment/role. **(Required)**
	(The platform setting will prompt the applicant to submit this document.)
	
	Upload **two to six current** (dated within the last 12 months) letters of support. **(Required)**
	• A minimum of two support letters is required for STEM designation:
	  ○ One letter of support must be from the school's Higher Education Partner.
	  ○ One letter of support must be from the school's Business/Industry Partner.
	• ***If applying for the STEAM designation, a minimum of three letters of support must be uploaded. The third required letter must be from the school's Arts and Humanities partner.***
	• **All letters must contain:** details on how the school has received or will receive in-kind and financial support from regional education partners and business entities, examples of how the in-kind and financial support reflect the community's priorities for STEM/STEAM education, and a description of how this will be used to support innovative STEM/STEAM programming.
	(The platform setting will prompt the applicant to submit the required two to three documents)
	
	Upload **three to five additional artifacts** that demonstrate how the school models this attribute.
	(The platform will allow for the maximum number of artifacts to be submitted, in this case five.
	After each artifact is submitted, the prompt for the accompanying narrative will follow.)
	
	Some examples of artifacts may include, but are not limited to:		

	• Shadowing opportunities provided by the school partner (per grade level) and the corresponding student participation data • Internship opportunities provided by the school partner (per grade level) and the corresponding student participation data • Documents describing speakers provided by the partners • Description of resources provided by the partners and their impact on teaching and learning • Document describing a mentorship program supported by the partners • Opportunities for students to engage in STEM/STEAM related competitions and student participation data • Opportunities for students to engage in STEM/STEAM related activities supported by the partners and student participation data ***The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words). *(This prompt will follow each submitted artifact.)*

Pathways to Success in Careers

3.3 Relevant Community Experiences

(Minimum rating required for designation: Establishing)

ORC 3326.03(C)(5)(a); 3326.032(B)(4)(a) Evidence that each school will offer a rigorous, diverse, integrated, and problem- or project-based curriculum to all students enrolled in the school, with the goal to prepare all students for post-high school learning experiences, the workforce, and citizenship, and that does all of the following: Emphasizes and supports the role of science, technology, engineering, and mathematics in promoting innovation and economic progress.

This section assesses how schools root student learning in their local community, including providing opportunities for service learning and solving authentic problems relevant to students and their communities.

	Emerging	Establishing	Executing
Ratings	Students are not provided with local community learning experiences.	Students are provided with local community learning experiences, but the experiences are not STEM/STEAM focused.	Students are provided with local community learning experiences that are STEM/STEAM focused.
Written Application	Upload **two to four artifacts** that demonstrate how the school models this attribute. *(The platform will allow for the maximum number of artifacts to be submitted, in this case four. After each artifact is submitted, the prompt for the accompanying narrative will follow.)* **Some examples of artifacts may include, but are not limited to:** • Service learning opportunities and the corresponding student participation data, including total hours of service learning		

	• Planning notes from school/community meetings identifying authentic problems • Lesson plan that demonstrates a student driven or community driven problem • Work products that show students solutions to a student driven or community driven problem • Flyers, press releases, news stories or documents related to STEM/STEAM-focused events involving the students and the community members ***The above-listed artifacts do not represent an exhaustive list of evidence that can be submitted. Schools are encouraged to select and submit any artifact that demonstrates how the school models this attribute.*** Provide a description of how this piece of evidence demonstrates this specific attribute (approximately 150 words). *(This prompt will follow each submitted artifact.)*