

Ohio STEM and STEAM Designation Rubric



February 2026



Department of
Education &
Workforce

Table of Contents

ABOUT THE RUBRIC.....	3
RUBRIC CATEGORIES.....	5
Ratings.....	5
DEFINITIONS	5
Limited	5
Cluster of Students	5
Cluster of Teachers	6
Schoolwide.....	6
DOMAIN 1: CULTURE FOR LEARNING	7
<i>1.1 Cultural Strategies</i>	<i>7</i>
Ratings.....	7
Artifacts	7
<i>1.2 Inclusive Mission</i>	<i>8</i>
Ratings.....	8
Artifacts	8
<i>1.3 School Leadership</i>	<i>9</i>
Ratings.....	9
Artifacts	10
<i>1.4 Governing Body, STEM or STEAM Advisory Group, and Curriculum Team.....</i>	<i>11</i>
Ratings.....	11
Artifacts	11
DOMAIN 2: TEACHING AND LEARNING.....	12
<i>2.1 Integration of Academic Disciplines.....</i>	<i>12</i>
Ratings.....	12
Artifacts	13
<i>2.2 Teaching and Learning Approaches</i>	<i>14</i>

Ratings.....	14
Artifacts	14
<i>2.3 Computer Science (CS), Computational Thinking (CT), and Modern Technology</i>	<i>15</i>
Ratings.....	15
Artifacts	16
<i>2.4 Personalized Learning</i>	<i>17</i>
Ratings.....	17
Artifacts	18
<i>2.5 STEM/STEAM Professional Learning</i>	<i>19</i>
Ratings.....	19
Artifacts	19
DOMAIN 3: PATHWAYS TO SUCCESS IN CAREERS	21
<i>3.1 Career Access and Exploration</i>	<i>21</i>
Ratings.....	21
Artifacts	22
<i>3.2 Partnerships Extend Learning Opportunities</i>	<i>23</i>
Ratings.....	23
Artifacts	23
<i>3.3 Relevant Community Learning Experiences.....</i>	<i>24</i>
Ratings.....	24
Artifacts	24
STEM/STEAM DESIGNATION AND ORC CROSSWALK	25

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 their community.

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. ***Distinct requirements or additional information for STEAM Designation are in bold, italicized 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 or STEAM Growth Plan as established in [Ohio Revised Code \(ORC\) 3326.03\(E\)\(2\)](#) and [3326.032\(C\)\(2\)](#).

The Ohio STEM and STEAM Designation rubric is anchored in Ohio's Quality Model for STEM and STEAM Education and the legal requirements established in [Ohio Revised Code Chapter 3326](#). The rubric is also aligned to Department priorities, including literacy, accelerating learning, and workforce readiness. The rubric encompasses 12 attributes – four attributes addressing Culture for Learning, five attributes addressing Learning and Teaching, and three attributes addressing Pathways to Success in Careers.

There are four possible ratings for each attribute: Emerging, Establishing, Executing, and Exceeding. 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. Schools that earn “Exceeding” in all attributes within a domain will be awarded a Domain Distinction, which recognizes excellence across the domain. **Applicants can see the minimum required rating for each attribute in the respective sections of the rubric in red text.**

Direct questions about the rubric or designation process to the Department of Education and Workforce at STEM@education.ohio.gov or the Ohio STEM Learning Network at OSLN@battelle.org.

Proposals for STEM or STEAM School Designation must be submitted by ([ORC 3326.03](#)):

- 1) A partnership of public and private entities consisting of at least all of the following:
 - a) A city, exempted village, or local **school district**
 - b) **Higher education entities**
 - c) **Business organization**
- 2) 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 ([ORC 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 participant in a **compact career-technical education provider**
- 3) A **community school** established under Chapter 3314 of the Revised Code
- 4) A **chartered nonpublic school**.

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

Rubric Categories

RATINGS

Emerging	Establishing	Executing	Exceeding
Evidence of meeting the requirements aligned with Ohio law and the Ohio Quality Model for STEM and STEAM Education is insubstantial or absent.	Evidence of meeting the requirements aligned with Ohio law and the Ohio Quality Model for STEM and STEAM Education is limited to clusters of teachers, students, grade levels, or disciplines.	Evidence of meeting the requirements aligned with Ohio law and the Ohio Quality Model for STEM and STEAM Education spans across all grade levels and disciplines and includes all teachers and students.	Evidence of meeting and surpassing the requirements aligned with Ohio law and the Ohio Quality Model for STEM and STEAM Education that includes all stakeholders.

Definitions

LIMITED

A few teachers or students; individuals **not related** with respect to factors such as grade level or content area. 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 seventh grade, all students in a particular career-technical education (CTE) pathway, all students enrolled in Algebra I, and so forth. A cluster can include only one course if and only if a significant number of the student population is enrolled in the course. For example, an Algebra I course that the majority of ninth grade students enroll in could be a cluster, but an elective course that only a small group of ninth 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, and so on. A cluster can include one teacher, if and only if, that teacher teaches a related group of students. For example, the school has one English Language Arts teacher who teaches all freshmen. A cluster can refer to a group of teachers from different grade levels if this group collaborates as a professional learning community on implementing a strategy or 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.



Domain 1: Culture for Learning

1.1 Cultural Strategies

Minimum rating required for designation: Executing

RATINGS

Emerging	Establishing	Executing	Exceeding
Community values are not utilized throughout the school.	Community values are sometimes utilized.	Community values are consistently utilized.	Community values are embedded in the school culture.
The school's community values do not reflect STEM cultural strategies of innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability.	The school's community values reflect some but not all STEM cultural strategies of innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability.	The school's community values reflect STEM cultural strategies of innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability.	The school's community values reflect STEM cultural strategies of innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability that drive school culture and practices.

ARTIFACTS

Some examples of artifacts may include, but are not limited to:

- Description of school structures (such as schoolwide meetings, advisory meetings, or announcements) focused on the school's habits of mind
- Instructional plans that capture how community values and/or STEM cultural strategies are embedded in teaching and learning
- Student work samples that demonstrate how students apply or exhibit community values and/or STEM cultural strategies
- Professional development documents (such as agendas, purpose and objectives, or excerpts of content) that demonstrate the school's focus on incorporating the STEM cultural strategies in its learning and teaching 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.

1.2 Inclusive Mission

Minimum rating required for designation: Executing

RATINGS

Emerging	Establishing	Executing	Exceeding
There are limited learning opportunities that recognize and value student cultures, languages, and/or experiences.	Learning opportunities recognize and value student cultures, languages, and/or experiences in clusters.	Learning opportunities recognize and value student cultures, languages, and/or experiences for all students.	Learning opportunities recognize and value student cultures, languages, and/or experiences schoolwide.
The school does not assert an effort to attract a diverse student body that reflects the community.*	The school does not assert an effort to ensure the demographics of students in school programs are representative of the school's population.	The school asserts an effort to ensure the demographics of students in school programs are representative of the school's population.	The demographics of students in school programs are representative of the school's population.
The school admission is limited based on student intellectual, athletics, or artistic ability, or measures of achievement or aptitude.*	The school asserts an effort to attract a diverse student body that reflects the community.*	The school asserts an effort to attract a diverse student body that reflects the community.*	The school attracts a diverse student body that reflects the community.*
		The school recruits students from disadvantaged and underrepresented groups from their 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 STEM/STEAM school equivalent designation under [ORC 3326.032](#).

ARTIFACTS

Some examples of artifacts may include, but are not limited to:

- Marketing materials and/or events related to recruitment efforts
- Instructional plans that incorporate student cultures, languages, or experiences

- School or classroom events that incorporate student cultures, languages, or experiences
- Data capturing student demographics across school programs

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.

1.3 School Leadership

Minimum rating required for designation: Establishing

RATINGS

Emerging	Establishing	Executing	Exceeding
<p>School leaders are driven by a vision for learning.</p> <p>Leaders provide limited opportunities for teachers in implementing STEM education as outlined in Ohio’s Quality Model for STEM and STEAM Education.</p> <p>Leaders assert an effort to promote interdisciplinary teacher collaboration.</p>	<p>School leaders are driven by a vision for learning that recognizes the importance of STEM/STEAM in promoting innovation and economic progress.</p> <p>Leaders provide supports for teachers in implementing STEM education as outlined in Ohio’s Quality Model for STEM and STEAM Education.</p> <p>Leaders create school structures that allow for interdisciplinary teacher collaboration.</p>	<p>School leaders communicate to all stakeholders a vision for learning that recognizes the importance of STEM/STEAM in promoting innovation and economic progress.</p> <p>Leaders communicate expectations and support all teachers in implementing STEM education as outlined in Ohio’s Quality Model for STEM and STEAM Education.</p> <p>Leaders create school structures with expectations for interdisciplinary teacher collaboration.</p>	<p>School leaders leverage all stakeholders in developing and communicating a shared vision for learning that recognizes the importance of STEM/STEAM in promoting innovation and economic progress.</p> <p>Leaders empower all teachers in implementing STEM education as outlined in Ohio’s Quality Model for STEM and STEAM Education.</p> <p>Leaders embrace shared leadership through collaboration and communication to support interdisciplinary teacher collaboration.</p>

ARTIFACTS

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 daily or weekly school schedule with clearly delineated common planning time among specific groups of 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, and so forth) that supports staff collaboration
- Minutes from teacher teams' meetings focused on interdisciplinary collaboration
- School strategic plan or annual action plan that outlines supports for teachers in implementing STEM education
- Agendas and/or notes from professional development or professional meetings depicting the school leaders empowering teachers to engage in design thinking, project-based or problem-based learning, personalized learning, and so on.

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.

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

Minimum rating required for designation: Executing

RATINGS

Emerging	Establishing	Executing	Exceeding
Two or more of the elements below are not established	One of the elements below is not established	All elements below are established	All elements below are established AND The governing body, STEM or STEAM Advisory Group, or curriculum team engage with the school to facilitate continuous improvement in STEM/STEAM education, advancing STEM/STEAM practices schoolwide, and advocating for STEM/STEAM education in the community.

- 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 STEAM school equivalent, the team shall also include an expert in the integration of arts and design into the fields of science, technology, engineering, or mathematics.***

ARTIFACTS

For required artifacts, please refer to the [online application](#).



Domain 2: Teaching and Learning

2.1 Integration of Academic Disciplines

Minimum rating required for designation: Executing

RATINGS

Emerging	Establishing	Executing	Exceeding
A limited number of students engage in learning experiences where every core discipline is intentionally integrated with at least one other discipline.	Clusters of students engage in learning experiences where every core discipline is intentionally integrated with at least one other discipline.	Schoolwide, students engage in learning experiences where every core discipline is intentionally integrated with at least one other discipline.	All students and teachers participate in learning experiences where every discipline is intentionally integrated with at least one other discipline.
Interdisciplinary learning experiences are not content-accurate; they are not anchored to at least one relevant content standard for each discipline represented.	Interdisciplinary learning experiences are content-accurate and anchored to at least one relevant content standard for each discipline represented.	Interdisciplinary learning experiences are content-accurate and anchored to at least one relevant content standard for each discipline represented.	Interdisciplinary learning experiences are content-accurate and anchored to at least one relevant content standard for each discipline represented.
<i>For STEAM schools: the learning experiences do not intentionally integrate the arts and design into the study of science, technology, engineering, and mathematics.</i>	<i>For STEAM schools: the learning experiences intentionally integrate the arts and design into the study of science, technology, engineering, and mathematics in clusters.</i>	<i>For STEAM schools: the learning experiences intentionally integrate the arts and design into the study of science, technology, engineering, and mathematics for all students.</i>	<i>For STEAM schools: the learning experiences intentionally integrate the arts and design into the study of science, technology, engineering, and mathematics to foster creative thinking, problem-solving, and new approaches to scientific invention.</i>

ARTIFACTS

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 integration with 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, regardless of its format.

2.2 Teaching and Learning Approaches

Minimum rating required for designation: Executing

RATINGS

Emerging	Establishing	Executing	Exceeding
Students have limited opportunities to learn by doing and engaging in activities that connect learning to real-world issues, situations, and problems.	Clusters of students learn by doing and engaging in activities that connect learning to real-world issues, situations, and problems.	All students learn by doing and engaging in activities that connect learning to real-world issues, situations, and problems.	All teachers support students in learning by doing and engaging in activities that connect learning to real-world issues, situations, and problems.
Students have limited opportunities to engage in problem-based or project-based learning by experiencing research, problem-solving, project documentation, and participate in presentations of learning to an authentic audience.	Clusters of students engage in problem-based or project-based learning by experiencing research, problem-solving, project documentation, and participate in presentations of learning to an authentic audience.	All students engage in problem-based or project-based learning by experiencing research, problem-solving, project documentation, and participate in presentations of learning to an authentic audience.	All teachers facilitate problem-based or project-based learning during which students experience research, problem-solving, project documentation, and participate in presentations of learning to an authentic audience.
Students have limited opportunities to engage in the design thinking process.	Clusters of students engage in the design thinking process.	All students engage in the design thinking process.	All teachers facilitate students engaging in the design thinking process.

ARTIFACTS

Some examples of artifacts may include, but are not limited to:

- Instructional plans depicting the application of the design thinking process
- Project-based and/or problem-based learning planning documents
- 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, regardless of its format.

2.3 Computer Science (CS), Computational Thinking (CT), and Modern Technology

No minimum rating required for designation

RATINGS

Emerging	Establishing	Executing	Exceeding
<p>The use of modern technology tools is limited to few students.</p> <p>Students use technology as a direct substitute for traditional tools.</p> <p>A limited number of students engage in learning experiences that integrate CT.</p> <p>Based on grade level:</p> <ul style="list-style-type: none"> For high school only: the school does not integrate CS into existing course(s) 	<p>Clusters of students use modern technology tools.</p> <p>Students use technology as a support for academic work.</p> <p>Clusters of students engage in learning experiences that integrate CT.</p> <p>Based on grade level:</p> <ul style="list-style-type: none"> For high school only: the school integrates CS into existing course(s) 	<p>All students use modern technology tools.</p> <p>Students use technology tools identified by teachers to solve problems and share solutions.</p> <p>All students engage in learning experiences that integrate CT.</p> <p>Based on grade level:</p> <ul style="list-style-type: none"> For grades 6-8 only: the school offers at least one CS unit of study or course For high school only: the school offers at least one CS course 	<p>Modern technology tools are used schoolwide.</p> <p>Students identify technology tools to solve problems and share solutions.</p> <p>All students engage in learning experiences that integrate CT.</p> <p>Based on grade level:</p> <ul style="list-style-type: none"> For grades K-5 only: the school requires at least one CS unit of study or course for all students For grades 6-8 only: the school requires at least one CS unit of study or course for all students For high school only: the school requires that all students earn at least one credit in CS

ARTIFACTS

Some examples of artifacts may include, but are not limited to:

- Instructional plans and/or student work samples that capture the use of modern technology to solve problems
- Instructional plans and/or student work samples that capture the 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, regardless of its format.

2.4 Personalized Learning

Minimum rating required for designation: Establishing

RATINGS

Emerging	Establishing	Executing	Exceeding
Students are given limited opportunities to set learning goals, monitor progress, and make decisions about what, how, and why they learn.	Clusters of students are given opportunities to set learning goals, monitor progress, and make decisions about what, how, and why they learn.	All students are given opportunities to set learning goals, monitor progress, and make decisions about what, how, and why they learn.	All students set learning goals, monitor progress, and make decisions about what, how, and why they learn.
Students have limited opportunities to meet individual learning needs by choosing from available flexible in-person, hybrid, and virtual environments.	Clusters of students have opportunities to meet individual learning needs by choosing from available flexible in-person, hybrid, and virtual environments.	All students have opportunities to meet individual learning needs by choosing from available flexible in-person, hybrid, and virtual environments.	All students meet individual learning needs by choosing from available flexible in-person, hybrid, and virtual environments.
Students have limited opportunities to engage in mastery learning or competency-based learning.	Clusters of students have opportunities to engage in mastery learning or competency-based learning.	All students have opportunities to engage in mastery learning or competency-based learning.	All students engage in mastery learning or competency-based learning.
Students are assessed through a limited variety of ongoing and adaptable assessment techniques.	Clusters of students are assessed through a variety of ongoing and adaptable assessment techniques.	All students are assessed through a variety of ongoing and adaptable assessment techniques.	All students exercise voice and choice within a variety of ongoing and adaptable assessment techniques.

ARTIFACTS

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 from flexible in-person, hybrid, and virtual environments
- Descriptions of school or classroom interventions to support closing academic 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 school policy on mastery learning or competency-based learning
- 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, regardless of its format.

2.5 STEM/STEAM Professional Learning

Minimum rating required for designation: Executing

RATINGS

Emerging	Establishing	Executing	Exceeding
<p>School's ongoing professional development is not STEM-focused.</p> <p>Professional development for teaching staff is not timely or ongoing.</p> <p>School staff do not engage in sharing knowledge of best STEM/STEAM instructional practices.</p>	<p>School's ongoing professional development is STEM-focused.</p> <p>Professional development for teaching staff is timely and ongoing.</p> <p>School staff share their learning of best STEM/STEAM instructional practices with colleagues from the school.</p>	<p>School's ongoing professional development is aligned with Ohio's Quality Model for STEM and STEAM Education.</p> <p>Professional development is timely, ongoing, and tailored to the needs of teaching staff.</p> <p>School staff share their learning of best STEM/STEAM instructional practices with colleagues from beyond their school.</p>	<p>School's ongoing professional development encompasses all three domains of STEM education as outlined in Ohio's Quality Model for STEM and STEAM Education.</p> <p>Professional development is timely, ongoing, and personalized for the entire teaching staff.</p> <p>School staff serve the STEM community through demonstrating leadership and sharing their learning of best STEM/STEAM instructional practices with colleagues beyond their school.</p>

ARTIFACTS

Some examples of artifacts include, but are not limited to:

- School professional development plan
- Agendas/content of STEM/STEAM-focused professional development
- Descriptions of professional development providers and how they support implementation of STEM/STEAM practices
- Professional development participation by teachers

- Targeted/individualized professional development 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 coaching
- Book studies and staff participation
- Peer observations and staff participation
- Video coaching and staff participation

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.



Domain 3: Pathways to Success in Careers

3.1 Career Access and Exploration

Minimum rating required for designation: Executing

RATINGS

Emerging	Establishing	Executing	Exceeding
<p>The school provides limited opportunities for students to explicitly connect classroom learning to professional STEM/STEAM careers.</p> <p>The school provides limited opportunities for students to experience STEM/STEAM business and industry awareness and exploration.</p> <ul style="list-style-type: none"> For high schools only: The school provides limited access for students to participate in workforce readiness opportunities. 	<p>The school provides opportunities for clusters of students to explicitly connect classroom learning to professional STEM/STEAM careers.</p> <p>The school provides opportunities for clusters of students to experience STEM/STEAM business and industry awareness and exploration.</p> <ul style="list-style-type: none"> For high schools only: The school provides access for clusters of students to participate in workforce readiness opportunities. 	<p>The school provides opportunities for all students to explicitly connect classroom learning to professional STEM/STEAM careers.</p> <p>The school provides opportunities for all students to experience STEM/STEAM business and industry awareness and exploration.</p> <ul style="list-style-type: none"> For high schools only: The school provides access for all students to participate in workforce readiness opportunities. 	<p>The school provides schoolwide opportunities for students to explicitly connect classroom learning to professional STEM/STEAM careers.</p> <p>The school provides schoolwide opportunities for students to experience STEM/STEAM business and industry awareness and exploration.</p> <ul style="list-style-type: none"> For high schools only: The school requires all students to participate in workforce readiness opportunities during their high school experience.

ARTIFACTS

Some examples of artifacts include, but are not limited to:

- Documents describing the college and career exploration tools used by the school
- Documents, instructional materials, student products, images, and so forth of student explorations of STEM/STEAM careers
- Activities focusing on learning about STEM/STEAM careers
- Documents and/or instructional materials connecting the content standards to STEM/STEAM careers
- Lists of activities, events, or speakers related to career explorations highlighting STEM/STEAM fields
- Descriptions of and student participation data for:
 - Mentorship opportunities
 - Shadowing opportunities
 - Internship opportunities
 - Apprenticeship opportunities
 - Credentialing and certification opportunities
 - College Credit Plus opportunities
 - School-facilitated college visits
 - School-facilitated industry visits

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.

3.2 Partnerships Extend Learning Opportunities

Minimum rating required for designation: Executing

RATINGS

Emerging	Establishing	Executing	Exceeding
Two or more elements below are not occurring	One element below is not occurring	All elements below are occurring	All elements below are occurring schoolwide

- 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, project-based learning, or 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.
- **For high schools only:** Partners provide workforce readiness opportunities.

ARTIFACTS

Some examples of artifacts include, but are not limited to:

- Descriptions of opportunities provided by the school partner and the corresponding student participation data for:
 - Internships
 - Shadowing
 - Mentorship programs
 - College Credit Plus
- Documents describing speakers provided by the partners
- Description of resources provided by the partners and their impact on teaching and 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, regardless of its format.

3.3 Relevant Community Learning Experiences

Minimum rating required for designation: **Establishing**

RATINGS

Emerging	Establishing	Executing	Exceeding
Students have limited opportunities for service learning and solving authentic problems relevant to students and their communities.	Clusters of students have opportunities for service learning and solving authentic problems relevant to students and their communities.	All students have opportunities for service learning and solving authentic problems relevant to students and their communities.	All students have STEM/STEAM-discipline focused opportunities for service learning and solving authentic problems relevant to students and their communities.

ARTIFACTS

Some examples of artifacts include, but are not limited to:

- Planning notes from school/community meetings identifying community-driven problems
- Lesson plans that demonstrate a student-driven or community-driven problem
- Work products that show student solutions to a student-driven or community-driven problem
- Flyers, press releases, new stories, or documents related to STEM/STEAM-focused events involving 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, regardless of its format.

STEM/STEAM Designation and ORC Crosswalk

Attributes with minimum required ratings are established based on alignment to Ohio Revised Code. Please refer to the following table for a list of attributes and their corresponding sections of Ohio Revised Code.

Attribute	ORC	Minimum Required Rating
Domain 1: Culture for Learning		
1.1 Cultural Strategies	STEM and STEAM schools exhibit age-appropriate, school-wide cultural strategies reflecting innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability. 3326.03(C)(4) ; 3326.032(B)(3)	Executing
1.2 Inclusive Mission	<p>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. 3326.10(D)</p> <p>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. 3326.10(E)</p>	Executing
1.3 School Leadership	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. 3326.03(C)(6) ; 3326.032(B)(5) applies to School Equivalents	Establishing

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

Assurances that the STEM school or group of STEM schools will be under the Executing oversight of a governing body and a description of the members of that governing body and how they will be selected. [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. [3326.03\(C\)\(7\)](#); [3326.032\(B\)\(6\)](#)

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, and 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. [3326.09](#)

Domain 2: Teaching and Learning

2.1 Integration of Academic Disciplines

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

Executing

	progress; (d) includes the arts and humanities. <i>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.</i> 3326.03(C)(5) ; 3326.032(B)(4)	
2.2 Teaching and Learning Approaches	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 school-wide approach. 3326.03(C)(5) ; 3326.032(B)(4)	Executing
2.3 Computer Science, Computational Thinking, and Technology	Students engage in diverse curriculum offerings that incorporate relevant technologies (e.g., research, engineering, computer science, design, digital fabrication, etc.). 3326.10(C)(5) ; 3326.032(B)(4)	No minimum required rating
2.4 Personalized Learning	STEM and STEAM schools provide opportunities for students to engage in personalized learning. 3326.03(C)(5) ; 3326.032(B)(4)	Establishing
2.5 STEM/STEAM Professional Learning	Evidence that each school will participate in regular STEM-focused professional development and share knowledge of best practices. 3326.03(C)(8) ; 3326.032(B)(7)	Executing

Domain 3: Pathways to Success in Careers

3.1 Career Access and Exploration	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. 3326.03(C)(5)(a) ; 3326.032(B)(4)(a)	Executing
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3.2 Partnerships Extend Learning Opportunities

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.*** [3326.03\(C\)\(9\)](#); [3326.032\(B\)\(8\)](#)

Executing

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.*** [3326.03\(C\)\(9\)](#); [3326.032\(B\)\(8\)](#)

Schools will provide letters of support assuring that they have received commitments of sustained and verifiable fiscal and in-kind support from regional education and business entities. ***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.*** [3326.03\(C\)\(10\)](#); [3326.032\(B\)\(9\)](#)

3.3 Relevant Community Learning Experiences

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. [3326.03\(C\)\(5\)\(a\)](#); [3326.032\(B\)\(4\)\(a\)](#)

Establishing