

STEM and STEAM Designation Self-Assessment

The following checklist is intended to be used as an informal assessment to determine the school's areas of strength and growth related to various STEM elements (instructional practices, school design and leadership, professional learning, etc.).

| Culture for Learning | | | |
|--|---------|-------------|------------|
| STEM Element | Limited | In clusters | Schoolwide |
| Community values (school's values, habits of mind, etc.) reflect the culture of STEM (innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability). | | | |
| Community values (school's values, habits of mind, etc.) are visible throughout the school. | | | |
| Students know and can speak about the community values (school's values, habits of mind, etc.). | | | |
| The school's demographics reflect the demographics of the district and/or community. | | | |
| All teachers can share examples of culturally responsive teaching practices they use in their classrooms. | | | |
| All students feel safe and included in the school environment. | | | |
| The school provides teachers with regular and structured opportunities to meet and collaborate across different subjects. | | | |
| School leadership can provide examples of supporting teaching staff in innovative instruction. | | | |

A public-private partnership of:

| Learning and Teaching | | | |
|---|---------|-------------|------------|
| STEM Element | Limited | In clusters | Schoolwide |
| All teachers can provide examples of lessons that are anchored in the grade-level content standards and require students to learn knowledge from two or more disciplines. | | | |
| Students can provide numerous, current examples of lessons that required them to learn knowledge from two or more disciplines. | | | |
| All teachers can provide specific examples of lessons using the design thinking process. | | | |
| Students know and can speak about the design thinking process. | | | |
| Students can provide examples of using the design thinking process in various classes/disciplines. | | | |
| All teachers can provide current examples of problem-based or project-based lessons. | | | |
| Students can provide examples of current problem-based or project-based lessons from multiple classes/disciplines. | | | |
| All teachers can provide specific examples of personalized learning in their classrooms. | | | |
| Students can speak about different ways they have input into their learning (choice and voice related to their learning). | | | |
| Students can speak about various school and/or classroom-provided opportunities to demonstrate mastery/competency of standards. | | | |
| Teachers can provide examples of various assessments, including authentic, performance-based assessments. | | | |
| Students can provide examples of performance-based assessments from multiple classes/disciplines. | | | |
| Students can speak about choices they have to demonstrate their learning in various classes/disciplines. | | | |
| Teachers can speak about engagement in relevant, timely, and ongoing STEM related professional development. | | | |

| Pathways to Success in Careers | | | |
|--|---------|-------------|------------|
| STEM Element | Limited | In clusters | Schoolwide |
| Teachers can provide specific examples of how they incorporate STEM/STEAM career explorations in their instruction. | | | |
| Students can provide examples of learning about STEM/STEAM careers. | | | |
| Teachers can provide current examples of collaborating with business, industry, or community partners on creating authentic lessons. | | | |
| Students can provide examples of solving authentic problems brought to them by business, industry, or community partners. | | | |
| Students can provide examples of sharing their learning with business, industry, or community partners. | | | |
| Teachers can provide examples of lessons that were inspired by students' interests, and that are relevant to students and the community. | | | |
| Students can provide examples of lessons that were inspired by their interests, and that are relevant to them and their community. | | | |
| Business, industry, and community partners can provide examples of collaborations with teachers on creating authentic learning experiences for students. | | | |
| Business, industry, and community partners can provide examples of interactions with students related to solving authentic STEM problems. | | | |
| (High school only) Students can share their experiences related to internships, shadowing, and apprenticeships. | | | |
| (High school only) Students can share their experiences related to college credit completion, and/or earning certifications and credentials. | | | |

Items that were checked “Limited” indicate the school’s primary areas of growth.

For supports related to the identified areas please reach out to OSLN@battelle.org.