

## STEM and STEAM Designation School Self-Assessment

The following checklist is intended as an informal assessment tool to help schools identify areas of strengths and opportunities for growth across key elements of STEM education, including instructional practices, school design and leadership, professional learning, and career-connected learning.

Culture for Learning			
STEM Element	Limited (a few teachers or students)	In clusters (a related group of students, grade level, discipline, program)	Schoolwide
Community values (school values, habits of mind, etc.) are aligned with STEM cultural strategies of innovation, entrepreneurial spirit, inquiry, and collaboration with individual accountability.			
Community values are visible throughout the school environment and reflected in student experiences.			
Students know and can speak about the community values (school's values, habits of mind, etc.).			

STEM Element	Limited (a few teachers or students)	In clusters (a related group of students, grade level, discipline, program)	Schoolwide
Demographics of students participating in school programs are representative of the school's overall population.			
Teachers can share examples of learning opportunities that leverage student cultures, languages, and/or experiences.			
Students can share examples of learning opportunities that leverage their cultures, languages, and/or experiences.			
School leadership provides teachers with regular opportunities for interdisciplinary collaboration.			
School leadership clearly communicates expectations and supports teachers in implementing STEM education.			

## Teaching and Learning

STEM Element	Limited (a few teachers or students)	In clusters (a related group of students, grade level, discipline, program)	Schoolwide
Teachers can provide examples of lessons anchored in grade-level content standards that 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.			
Teachers can provide examples of lessons that use the design thinking process.			
Students know and can describe the design thinking process.			
Students can share examples of using the design thinking process across various classes and disciplines.			

STEM Element	Limited (a few teachers or students)	In clusters (a related group of students, grade level, discipline, program)	Schoolwide
Teachers can provide current examples of problem-based or project-based lessons.			
Students can share examples of current problem-based or project-based lessons that involved presenting their learning to authentic audiences.			
Teachers can provide examples of students setting learning goals, monitoring progress, and having input into how they achieve these goals.			
Students can describe the different ways they have voice and choice in their learning.			

STEM Element	Limited (a few teachers or students)	In clusters (a related group of students, grade level, discipline, program)	Schoolwide
Students can describe opportunities to demonstrate mastery or competency of standards.			
Teachers can provide examples of adaptable assessments.			
Students can provide examples of adaptable assessments across various disciplines.			
Teachers can speak about their engagement in relevant, timely, and ongoing STEM-related professional development.			

## Pathways to Success in Careers

STEM Element	Limited (a few teachers or students)	In clusters (a related group of students, grade level, discipline, program)	Schoolwide
Teachers can provide examples of how classroom learning is connected to STEM/STEAM careers.			
Students can share examples of exploring STEM/STEAM careers.			
Teachers can provide current examples of collaborating with business, industry, or community partners on authentic lessons.			
Students can share examples of solving authentic problems brought by business, industry, or community partners.			

STEM Element	Limited (a few teachers or students)	In clusters (a related group of students, grade level, discipline, program)	Schoolwide
Students can provide examples of sharing their learning with business, industry, or community partners.			
Teachers can provide examples of learning experiences that are relevant to students and their community.			
Students can share examples of learning experiences that are relevant to them and their community.			
Teachers can describe collaboration with business, industry, and/or community partners to create authentic learning experiences.			

STEM Element	Limited (a few teachers or students)	In clusters (a related group of students, grade level, discipline, program)	Schoolwide
Students can share examples of interacting with business, industry, and/or community partners while solving authentic STEM problems.			
(High school only) Students can describe their work-based learning experiences.			
(High school only) Students can describe experiences related to earning college credit, certifications, or credentials.			

Items marked “Limited” indicate key areas for growth.

For supports related to these areas, please contact [OSLN@battelle.org](mailto:OSLN@battelle.org).