



School of Rock - March 10, 2019

Sample 2018-19 School Year: Self-Evaluation

Teacher Qualifications and Development

Item 1 of 4

STEM Educator Training

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

School/district is seeking training opportunities that will prepare educators for the challenges that accompany the implementation of STEM education along with introducing the idea that all educators are STEM educators.

Notes on variations in status within the district

Notes on evidence for current status

Item 2 of 4

Professional Development Commitment

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

School/district is formally exploring the feasibility of incorporating STEM-education training/program and is researching possible models.

Notes on variations in status within the district

Notes on evidence for current status

It is difficult to fully commit to training with other time-consuming initiatives.

Item 3 of 4

STEM Leadership Team

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

Meets previous criteria. The school/district's STEM leadership team meets occasionally to plan the organization's implementation for STEM education and to identify STEM leaders throughout the organization. The school/district has formally introduced the STEM leadership team to create awareness organization-wide.

Notes on variations in status within the district

The team consists of educators from all buildings in our district and from various subjects. There are two administrators on the team.

Notes on evidence for current status

This is the second year of the STEM leadership team. In year 1, the vision was created and common language was established. This year, the team will be more integrated in STEM education district-wide.

Item 4 of 4

Peer Mentoring

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

Peer mentoring mechanisms are encouraged and occur on an informal level, but formal meetings are not yet in place.

Notes on variations in status within the district

New teachers have mentors but otherwise, it is not required.

Notes on evidence for current status

Curriculum

Item 1 of 3

STEM Curriculum

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

The school/district is not currently active in this Priority Area.

Notes on variations in status within the district

Notes on evidence for current status

Item 2 of 3

Curriculum Integration

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

Curriculum integration is occurring in which at least two disciplines are brought together into a formal, integrated lesson that investigates a topic, theme, or issue. The educators of the disciplines involved in the lesson support each other's instruction by meeting together to brainstorm ideas and to share the planning and teaching responsibilities.

Notes on variations in status within the district

Notes on evidence for current status

Item 3 of 3

Collaborative Planning of STEM Curriculum

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

The school/district is not currently active in this Priority Area.

Notes on variations in status within the district

We need administrators help to arrange common meeting times for cross-curricular planning to occur.

Notes on evidence for current status

Instructional Practices

Item 1 of 4

Inquiry-Based Teaching

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

The school/district is not currently active in this Priority Area.

Notes on variations in status within the district

Notes on evidence for current status

Our math and science curriculum has elements of Inquiry in the curriculum. However, those sections are sometimes skipped when teaching the lessons.

Item 2 of 4

Equity in STEM Learning

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

School/district is addressing inequalities in STEM learning opportunities organization wide by recognizing that all students can learn and should have access to high quality learning opportunities.

Notes on variations in status within the district

This is an initiative for the entire school district but we are very early in this stage.

Notes on evidence for current status

Item 3 of 4

Real-World Project-Based Learning

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

The school/district is not currently active in this Priority Area.

Notes on variations in status within the district

Some individual classrooms are conducting projects but not to the extent of project-based learning.

Notes on evidence for current status

Item 4 of 4

Flexible Scheduling for STEM Learning

Current District Status Overall (Select one)

Pre-Emerging x Emerging Progressing Advancing Leading

Little flexibility exists in scheduling extended blocks of time for STEM learning. Educators occasionally arrange STEM learning, but it is not officially sanctioned.

Notes on variations in status within the district

Similar to the lack of Collaborative Planning time, we need administrators help to arrange the schedule for STEM learning blocks of time.

Notes on evidence for current status

Assessment and Demonstration of Skills

Item 1 of 2

Authentic Quality Assessments

Current District Status Overall (Select one)

Pre-Emerging x Emerging Progressing Advancing Leading

STEM content and competencies (e.g. collaboration, communication, critical thinking, leadership, innovation, problem solving) are explored through one or more student learning experiences.

Notes on variations in status within the district

Notes on evidence for current status

These competencies are sometimes included in rubrics used for evaluating projects.

Item 2 of 2

STEM Competencies

Current District Status Overall (Select one)

Pre-Emerging x Emerging Progressing Advancing Leading

Students are developing STEM competencies (e.g. collaboration, communication, critical thinking, leadership, innovation, problem solving) in at least one content area and are being assessed in at least one content area.

Notes on variations in status within the district

Notes on evidence for current status

These competencies are sometimes included in rubrics used for evaluating projects.

Family Engagement

Item 1 of 2

Regular Communication with Families

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

Meets previous criteria. Families organization-wide receive sporadic updates on STEM learning opportunities a few times per year.

Notes on variations in status within the district

This occurs through family nights at the elementary level and parent newsletters in the middle and high schools.

Notes on evidence for current status

Item 2 of 2

Opportunities for Families to Engage in STEM Learning

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

The school/district is not currently active in this Priority Area.

Notes on variations in status within the district

Notes on evidence for current status

Family STEM activities, as they currently are delivered, do not promote lifelong STEM learning. This area could be improved.

Real-World Connections

Item 1 of 5

Business Partnerships

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

School/district is establishing one or two relationships with businesses to provide occasional support by

sharing technical expertise and/or real-world STEM learning with educators.

Notes on variations in status within the district

High school students have the opportunity to study trades at the technical school but these opportunities do not exist at the other levels.

Notes on evidence for current status

Item 2 of 5

Community Partners

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

School/district has two or more relationships with community partners to provide regular support by sharing technical expertise and/or real-world STEM learning with educators and/or students.

Notes on variations in status within the district

Notes on evidence for current status

Two respected community partners work with all grade levels on an annual community project to benefit our local city park.

Item 3 of 5

Citizen Decision-Making/Civic Engagement

Current District Status Overall (Select one)

Pre-Emerging Emerging Progressing Advancing Leading

Meets previous criteria. Community-level issues are occasionally integrated into projects in classwork.

Notes on variations in status within the district

Notes on evidence for current status

Item 4 of 5

Career Awareness

Current District Status Overall (Select one)

 Pre-Emerging Emerging Progressing Advancing Leading

The school/district is not currently active in this Priority Area.

Notes on variations in status within the district

Notes on evidence for current status

Sometimes guest speakers visit classrooms but this is sporadic.

Item 5 of 5

College and Career Essential Skills

Current District Status Overall (Select one)

Pre-Emerging x Emerging Progressing Advancing Leading

Students have opportunities to develop essential skills (e.g. cooperation, initiative, lifelong learning, team work, technical literacy, time management) in real-world learning experiences.

Notes on variations in status within the district

Notes on evidence for current status

Occasionally occurs during project work.
