Sample School - March 28, 2016

Summary of Responses

You can make any edits to your responses and notes here. Any changes you make here will be automatically saved. **You will not be able to edit your responses after they are submitted.** You can print your responses from here or exit the tool and submit at a later date. Please be sure to submit your responses only when you are comfortable with them.

Teacher Qualifications and Development

Item 1 of 4

Teacher Credentials and Training

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

Fewer than 25% of teachers responsible for STEM content have additional formal training in STEM-specific content and pedagogy.

Notes on variation in status within the district

Some science teachers at the elementary level have additional training.

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

There is no current action in this area.

Notes on variation in status within the district

High school has an identified leadership team but the district does not.

Notes on evidence for current status

Item 3 of 4

STEM Teacher Leadership

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

Schools and districts have identified STEM teacher leaders and provided organizational support, professional development, and resources for the STEM initiative. The STEM teacher leaders provide internal support and act as liaisons for external STEM resources.

Notes on variation in status within the district

Would like this to occur at grades K-8.

Notes on evidence for current status

Occurring at the high-school level.

Item 4 of 4

Peer Mentoring and Coaching of Teachers

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

Peer mentoring mechanism is encouraged and occurs on an informal level, but formal mechanisms are not yet in place.

Notes on variation in status within the district

Notes on evidence for current status

Differentiated supervision

Curriculum

Item 1 of 3

Diversity and Breadth of STEM Curriculum Offering

Current District Status Overall (Select one)

○ Pre-Emerging ○ Emerging ○ Progressing ◉ Advancing ○ Leading

Meets all previous criteria and offers post-secondary or AP level in at least one area. At least one course is offered in a broader range of STEM areas such as engineering, computer programming, technical design, and/or computer-aided machining. Other areas of intensive vocational training are available.

Notes on variation in status within the district

Notes on evidence for current status

This occurs at the high-school level.

Item 2 of 3

Curriculum Integration

Current District Status Overall (Select one)

○ Pre-Emerging ○ Emerging ◉ Progressing ○ Advancing ○ Leading

Curriculum integration is frequent, but episodic. Most teachers integrate STEM and non-STEM curriculum areas, at least in special projects.

Notes on variation in status within the district

Not all teachers know how to identify their ideas as "STEM" activities.

Notes on evidence for current status

STEM is occurring in special projects.

Item 3 of 3

Collaborative Planning of STEM Curriculum

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

STEM teachers work together to ensure alignment of STEM curriculum with state standards.

Notes on variation in status within the district

Some staff are aligning their learning outcomes to STEM.

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

STEM coursework occasionally is based on student- or teacher-initiated questions that are clearly linked to students' learning experiences.

Notes on variation in status within the district

Notes on evidence for current status

Item 2 of 4

Student Participation

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

Students regularly participate in classroom activities, with some classroom time involving active research and inquiry-based, hands-on exploration.

Notes on variation in status within the district

Notes on evidence for current status

Less than half of classroom time is spent doing hands-on exploration.

Item 3 of 4

Project-Based Learning Applied in Real-World Settings

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

STEM courses include occasional short-term projects with real-world applications.

Notes on variation in status within the district

Not all projects being completed are "real world" applications.

Notes on evidence for current status

Item 4 of 4

Flexible Scheduling for STEM Projects, Events, etc.

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

Little flexibility exists in scheduling extended blocks of time. Teachers have arranged this on occasion, but it is very rare and not encouraged.

Notes on variation in status within the district

Standardized testing pressures affect scheduling.

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 ◉ Emerging ○ Progressing ○ Advancing ○ Leading

Students' STEM skills are evaluated through assessments, including local benchmark assessments and standardized tests.

Notes on variation in status within the district

Need to investigate 'how to' assess STEM skills.

Notes on evidence for current status

Item 2 of 2

Student Achievement

Current District Status Overall (Select one)

○ Pre-Emerging ○ Emerging ○ Progressing ◉ Advancing ○ Leading

More than 75% of students meet expected levels of proficiency on local benchmark assessments or standardized tests in two or more STEM areas.

Notes on variation in status within the district

Notes on evidence for current status

State assessment measures for math and science in grade 4.

Family Engagement

Item 1 of 2

Regular Communications

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

Families are informed of the definition and importance of STEM, as well as coursework goals and activities, at least once during the year.

Notes on variation in status within the district

Notes on evidence for current status

Definition of STEM occurs in family newsletters and on school's website.

Item 2 of 2

Opportunities for Families to Engage in STEM Learning

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

Families are informed of school and community activities that promote lifelong STEM learning.

Notes on variation in status within the district

These offerings occur more commonly at the elementary level.

Notes on evidence for current status

Real-World Connections

Item 1 of 5

Corporate Connections

Current District Status Overall (Select one)

(●) Pre-Emerging ( ) Emerging ( ) Progressing ( ) Advancing ( ) Leading

There is no current action in this area.

Notes on variation in status within the district

Notes on evidence for current status

Item 2 of 5

Other Community Partners - Such as Universities, Science Centers, STEM Trade Associations, etc.

Current District Status Overall (Select one)

( ) Pre-Emerging (●) Emerging ( ) Progressing ( ) Advancing ( ) Leading

Community partners provide occasional support by sharing technical expertise or resources with STEM teachers.

Notes on variation in status within the district

Notes on evidence for current status

Career fair volunteers

Item 3 of 5

Citizen Decision-Making/Civic Engagement

Current District Status Overall (Select one)

( ) Pre-Emerging (●) Emerging ( ) Progressing ( ) Advancing ( ) Leading

Community-level issues are referenced as examples in STEM coursework.

Notes on variation 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

Students are exposed to STEM speakers and may complete research to increase their awareness of a wide variety of STEM fields.

Notes on variation in status within the district

Some internships provided.

Notes on evidence for current status

Career and Technical Centers are available for high-school students.

Item 5 of 5

College and Career-Ready Skills

Current District Status Overall (Select one)

○ Pre-Emerging ◉ Emerging ○ Progressing ○ Advancing ○ Leading

On rare occasions, students have opportunities to demonstrate creativity, innovation, problem solving, teamwork, and communication skills.

Notes on variation in status within the district

All five indicators are not demonstrated on a regular basis.

Notes on evidence for current status