

**Utah STEM School Designation**

2023-2024

Application Packet

Intent to Apply Deadline:

October 6, 2023

Application Deadline:

January 12, 2024

*Utah STEM Action Center*

*Utah State Board of Education*

*Code Section 9-22-106 Subsection (2)(m)*

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**Utah STEM SCHOOL DESIGNATION –Intent to apply**

Complete this portion of the application, found at <https://forms.gle/1NjM2U66AoWzn2xp9> no later than **Oct. 6, 2023**.

Below is the information you will be asked for in the form.

1. Name of applying school
2. I understand that completing these eligibility questions indicates my intent to apply for a STEM Schools Designation (Yes or No)
3. This application is for a single school. Applications for districts or a consortium will not be considered. (Yes or No)
4. How does this school define STEM? This definition should be more than the acronym.
5. School information: Select the grade levels that apply to your application (PreK-12)
6. Name of district (if applicable)
7. Number of students
8. School Address
9. School Website
10. I understand that this application should be completed by a team (Yes or No)
11. For which level of designation is the school applying (this may change as you complete the portfolio process)?
12. Each designated school is provided with a banner that measures 2'x5' that can be hung either indoors or outdoors. Should this banner have a vertical or horizontal orientation?
13. In 250 words or less, please describe the STEM vision for your school. This will be shared on the STEM Action Center's website.
14. Reviewer (each applying school is expected to provide a reviewer)
  - a. name
  - b. email address
  - c. date attending review
15. Point of contact
  - a. name
  - b. email address
  - c. phone number

**How to apply:**

1. Complete a self-evaluation using the rubric, and assign a score (from 0-3) for each of the 37 elements using the associated rubric and suggested evidence. **BOLDED evidence suggestions have been determined by reviewers to be required.**
2. A new section has been added to some elements for the 23-24 school year titled “Suggested References and Resources” which provide additional information and explanation regarding the element.
3. Compose a short narrative (½ page-1 page or equivalent video) for each element explaining the score you assigned your school, **and** explaining your submitted artifacts.
4. Select artifacts/evidence supporting your narrative and self-assigned score. **When determining which artifacts to submit as evidence, please take into account the following:**
  - At least 3 pieces of evidence are required per element, with the exception of Dimension 10.
  - \*While evidence can (and should) cover multiple content areas, at least 2 pieces of evidence must have a direct STEM connection.\*
  - Up to 10 pieces of evidence can be submitted per element.
  - A single piece of evidence can be for up to three different elements.
  - Evidence can be from the current school year or the two previous school years.
5. Submit the scoresheet, all narratives, and associated evidence as a portfolio in Google drive for review by the due date. Make sure everything is viewable by anyone with access to the portfolio. Keep in mind that student privacy needs to be protected during this process. Student names should be removed from student work, etc.

A designation is valid for 5 years.

**Things to note:**

Reviewers are assigned sections. The same reviewers will NOT examine an entire portfolio.

Be sure to explain school and/or district specific acronyms each section they are used in.

**1. Curriculum: Problem-Solving Rigorous Learning**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>1a. Interdisciplinary Instruction Helps Students Make Interdisciplinary Connections</p> <p><i>There are collaborative team(s) composed of teachers who teach different disciplines. Students identify ways that disciplines are interrelated, reinforced, and complement one another.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<p>-Teachers ask students to think about how the content of the lesson relates to other STEM disciplines.</p> <p>-Students are occasionally asked to apply what they learned in another subject to a lesson, assignment, or activity.</p>	<p>-Teachers ask students to think about how the content of the lesson related to multiple other disciplines, including STEM and non-STEM disciplines.</p> <p>-Students are regularly engaged in integrated units that articulate interdisciplinary connections</p> <p>-Learning opportunities integrate natural, meaningful connections</p>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p> <p><b>BOLDED evidence suggestions have been determined by reviewers to be required</b></p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 1a highlighted.</p>	<p>-A list of team members on interdisciplinary team(s)</p> <p>-Evidence of teachers asking students how lesson content relates to other disciplines</p> <p><b>-A schedule of team meeting frequency</b></p> <p>-Team meeting agenda/notes</p> <p>-Student work addressing multiple content areas</p> <p>-Unit or lesson plans with evidence of instruction that addresses content standards from more than one content area including at least one STEM content area</p> <p><b>-Teacher planning documents with calendar identifying interdisciplinary lessons</b></p> <p>-A map of what concepts guide year-long collaborations</p>	

**Suggested References and Resources**

-Portrait of A Graduate: Academic Mastery at <https://www.schools.utah.gov/portraitgraduate>

-STEM<sup>4</sup> paper at [https://drive.google.com/file/d/1WiyvU7-9Y--G16dOjftBUNJInTpcTYbk/view?usp=drive\\_link](https://drive.google.com/file/d/1WiyvU7-9Y--G16dOjftBUNJInTpcTYbk/view?usp=drive_link)

-Bybee “Making a case for STEM Education” Ch.8 at  
[https://drive.google.com/file/d/1W60md-F7M8fLvdVFQ2IJviwmDBziGIO0/view?usp=drive\\_link](https://drive.google.com/file/d/1W60md-F7M8fLvdVFQ2IJviwmDBziGIO0/view?usp=drive_link)

Content Integration One-Pager at  
[https://drive.google.com/file/d/19HzJ2TIOpVk2MaECpE\\_5zyhBq\\_y4maCn/view?usp=sharing](https://drive.google.com/file/d/19HzJ2TIOpVk2MaECpE_5zyhBq_y4maCn/view?usp=sharing)

Integration Evaluation Rubric at  
<https://docs.google.com/document/d/1vsbv7ZlBduwp9fu4prSt3mvw-AuhMMs6jfPguklmY30/edit?usp=sharing>

Integration Planning Template at  
[https://docs.google.com/document/d/17X6qAvFc7pzeLt62EuEXa5oj0f2H\\_kV\\_nZ6FX3M5GFU/edit?usp=sharing](https://docs.google.com/document/d/17X6qAvFc7pzeLt62EuEXa5oj0f2H_kV_nZ6FX3M5GFU/edit?usp=sharing)

-Evidence-Based Practice: Transfer Strategies at  
[https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive\\_link](https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link)

-Evidence-Based Practice: Collective Teacher Efficacy at  
[https://drive.google.com/file/d/1OmyJL0l\\_RrIcIQ0ZaNCWTpOD8x7N-kn3/view?usp=drive\\_link](https://drive.google.com/file/d/1OmyJL0l_RrIcIQ0ZaNCWTpOD8x7N-kn3/view?usp=drive_link)

## 1. Curriculum: Problem-Solving Rigorous Learning

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>1b. Problem-Solving Learning</p> <p><i>Problem-solving learning at this school requires a thorough process of inquiry, knowledge building, and resolutions. Curriculum includes projects, often interdisciplinary and ranging from short- to long-term.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<p>- Problem-solving learning in short-term projects is occasionally evident in lessons/activities in the STEM curriculum.</p> <p>-Students are occasionally required to do research for problem-solving learning.</p>	<p>- Problem-solving learning in short-term projects is evident regularly in the STEM curriculum.</p> <p>- Problem-solving learning in long-term projects is evident regularly in the STEM curriculum</p> <p>-Problem-solving learning in long-term projects at the school draws from multiple courses or subjects.</p> <p>- Students are given opportunities to analyze data and select key information from a variety of sources to solve problems in multiple settings.</p>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p> <p><b>BOLDED evidence suggestions have been determined by reviewers to be required</b></p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 1b highlighted.</p>	<p><b>-A schedule of short- and long-term problem solving projects</b></p> <p>- Examples of student research relating to problem-solving learning activities</p> <p>- Evidence of educators facilitating meaningful mathematical discussion and posing purposeful questions for students to answer</p>	
<p><b>Suggested References and Resources</b></p>	<p>-NCTM Effective Teaching Practices for Mathematics at <a href="https://drive.google.com/file/d/17BqfYg8IRW32WXy2roAZ8urWsiUWIAAx/view?usp=drive_link">https://drive.google.com/file/d/17BqfYg8IRW32WXy2roAZ8urWsiUWIAAx/view?usp=drive_link</a></p> <p>-Evidence-Based Practice: Transfer Strategies at <a href="https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link">https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link</a></p> <p>-Evidence-Based Practice: Problem-Solving Strategies at <a href="https://drive.google.com/file/d/19H1xyM5oM1nDsTtQMoGnNBej-krkBg-m/view?usp=drive_link">https://drive.google.com/file/d/19H1xyM5oM1nDsTtQMoGnNBej-krkBg-m/view?usp=drive_link</a></p>			

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<p>1c. Student Cooperation</p> <p style="text-align: center;"><i>Students learn from each other and work well together.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Students collaborate and work as teams in STEM disciplines occasionally.</li> <li>- Student products in STEM disciplines reflect group learning interactions occasionally.</li> <li>- Students are occasionally engaged in giving and receiving constructive feedback to peers in STEM learning cooperative settings.</li> </ul>	<ul style="list-style-type: none"> <li>- Students collaborate and work as teams in all disciplines, including STEM, regularly.</li> <li>- Student products in all disciplines regularly reflect group learning interactions.</li> <li>- Students are regularly engaged in giving and receiving constructive feedback to peers in all courses/content.</li> <li>- Students use appropriate technology (digital and otherwise) as available for collaborative work, communication, research and data collection/analysis, in projects and other assessments daily.</li> <li>-Teachers are facilitating meaningful discussion and posing purposeful questions for students to answer</li> <li>-In science, students collaborate together to develop their sensemaking and understanding about phenomena.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p> <p><b>BOLDED evidence suggestions have been determined by reviewers to be required</b></p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 1c highlighted.</p>	<ul style="list-style-type: none"> <li><b>-Schedule of students working in teams in a variety of disciplines</b></li> <li>-Examples of student work demonstrating group learning interactions</li> <li>-Examples of student feedback to peers</li> <li>-Examples of all students leading group learning, including students with IEPs, English Language Learners, etc.</li> </ul>	

			<ul style="list-style-type: none"> <li>-Student created rubrics</li> <li>-Student created norms for collaborative work</li> <li>-Roles for collaborative work (student created as appropriate)</li> </ul>
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-NCTM's Asking Questions and Promoting Discourse at  <a href="https://drive.google.com/file/d/1fMWjtfuwWzwWV7HxWsezCENLSdxAik8q/view?usp=drive_link">https://drive.google.com/file/d/1fMWjtfuwWzwWV7HxWsezCENLSdxAik8q/view?usp=drive_link</a></li> <li>-Five Practices for Orchestrating Productive Discussion (book)  <a href="https://www.nctm.org/Store/Products/5-Practices-for-Orchestrating-Productive-Mathematics-Discussions,-2nd-edition-(Download)/">https://www.nctm.org/Store/Products/5-Practices-for-Orchestrating-Productive-Mathematics-Discussions,-2nd-edition-(Download)/</a></li> <li>-Evidence-Based Practice: Positive Peer Influence at  <a href="https://drive.google.com/file/d/1RU4zw5JhOaqD-OLkKt1-EPbP-3jX_lb/view?usp=drive_link">https://drive.google.com/file/d/1RU4zw5JhOaqD-OLkKt1-EPbP-3jX_lb/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Peer Assessment at  <a href="https://drive.google.com/file/d/11z1kBR34iT_gb6mSnCF2anUs9YO3Bsd/view?usp=drive_link">https://drive.google.com/file/d/11z1kBR34iT_gb6mSnCF2anUs9YO3Bsd/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Cooperative Learning at  <a href="https://drive.google.com/file/d/1EKcxkN54L_GqMPMpcPlmdfA0sT6Z5TFa/view?usp=drive_link">https://drive.google.com/file/d/1EKcxkN54L_GqMPMpcPlmdfA0sT6Z5TFa/view?usp=drive_link</a></li> </ul>		



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<p>1d. Connections to the Real-World and Current Events</p> <p><i>Students make connections between what they are learning and real-world experiences, current events, and their daily lives.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Instruction regularly helps students to better understand current events and/or issues.</li> <li>- Students are required to apply knowledge learned in the classroom to conceptual or theoretical real-world scenarios in STEM contents occasionally.</li> </ul>	<ul style="list-style-type: none"> <li>- Instruction consistently helps students to better understand current events and/or issues</li> <li>- Science instruction connects to phenomena asking where do students see this content in culturally relevant examples.</li> <li>- In science, phenomena are connected to real-life experiences, current events, and students’ daily lives</li> <li>- Students are required to apply knowledge learned in the classroom to conceptual or theoretical real-world scenarios regularly in all disciplines.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 1d highlighted.</p>	<ul style="list-style-type: none"> <li>-Lessons tying current events to course content</li> <li>-Student work demonstrating ties from current events to course content</li> <li>-Examples of real-world scenarios within student work</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-Evidence-Based Practice: Transfer Strategies at <a href="https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link">https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Constructivist Teaching at <a href="https://drive.google.com/file/d/1_OwujnczRaxfGNY-hS7X62lnk8S3gol6/view?usp=drive_link">https://drive.google.com/file/d/1_OwujnczRaxfGNY-hS7X62lnk8S3gol6/view?usp=drive_link</a></li> </ul>			

1. **Curriculum: Problem-Solving Rigorous Learning**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>1e. Engineering Design</p> <p><i>Educators support students' use of the components of engineering design: eg: identify a problem, constraints, brainstorm, optimize a solution, prototype, test, evaluate, and revise.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Engineering design process is the focus of science and CTE classroom curriculum occasionally</li> <li>- Problem-solving learning projects require development of a product/outcome utilizing specific components of the engineering design process in most STEM classes.</li> </ul>	<ul style="list-style-type: none"> <li>- Engineering Design is regularly part of the classroom curriculum.</li> <li>- Engineering Design is referenced in all classes as a possible strategy to address a problem, and references the three disciplinary core ideas which include:               <ol style="list-style-type: none"> <li>1. Defining and delimiting the problem</li> <li>2. Brainstorming multiple solutions</li> <li>3. Optimizing a solution</li> </ol> </li> <li>-Problem-solving learning projects require development of a product/outcome utilizing components of an engineering design process in all STEM classes.</li> <li>-Students have opportunities to identify problems and brainstorm solutions</li> <li>-Students have multiple chances to revise their thinking and improve their designs/work based on data/evaluations.</li> <li>-Students have opportunities to identify meaningful problems and develop solutions to them after brainstorming and collecting data, with opportunities to test and revise.</li> </ul>

<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school's STEM planning document with information pertaining to Element 1e highlighted.</p>	<ul style="list-style-type: none"> <li>-Student examples of projects requiring use of the engineering design process</li> <li>-Unit or Lesson plan of projects requiring components of the design process</li> <li>-Examples of non-STEM classes using engineering design as a problem solving framework</li> <li>-Course syllabi for several courses that incorporate Engineering Design</li> </ul>
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-Evidence-Based Practice: Transfer Strategies at <a href="https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link">https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Peer Assessment at <a href="https://drive.google.com/file/d/11z1kBR34iIT_gb6mSnCF2anUs9YO3Bsd/view?usp=drive_link">https://drive.google.com/file/d/11z1kBR34iIT_gb6mSnCF2anUs9YO3Bsd/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Self-Directed Learning at <a href="https://drive.google.com/file/d/1VTJL6LiLkMBZEjBJi2OLAKnxVbsMmlA/view?usp=drive_link">https://drive.google.com/file/d/1VTJL6LiLkMBZEjBJi2OLAKnxVbsMmlA/view?usp=drive_link</a></li> <li>--Evidence-Based Practice: Success Criteria at <a href="https://drive.google.com/file/d/17YpLXvlkguiypzYqzc-qqGgGr8DNzFIF/view?usp=drive_link">https://drive.google.com/file/d/17YpLXvlkguiypzYqzc-qqGgGr8DNzFIF/view?usp=drive_link</a></li> <li>-A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (Chapter 8) at <a href="https://nap.nationalacademies.org/download/13165">https://nap.nationalacademies.org/download/13165</a></li> </ul>		

**1. Curriculum: Problem-Solving Rigorous Learning**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>1f. Standards and Core Course Sequence</p> <p><i>The school takes standards into account in school scheduling/curriculum design/instruction.</i></p>	<p><i>N/A Standards-based instruction aligned to the Utah Core Standards is central to instruction. Schools need to have this element in place to be eligible for STEM School Certification.</i></p>	<p><i>N/A Standards-based instruction aligned to the Utah Core Standards is central to instruction. Schools need to have this element in place to be eligible for STEM School Certification.</i></p>	<ul style="list-style-type: none"> <li>- Utah standards are the central component of all lessons for all classes.</li> <li>- Educators frequently review disciplinary standards for their subject area(s).</li> <li>- The curriculum is vertically aligned within programs within a school, as well as to the current Utah Core Standards.</li> <li>- <i>Secondary schools:</i> The school provides a thoughtful rationale for the core course sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>- Educators frequently review disciplinary standards for subject area(s) specific to their teaching assignment and other subject areas.</li> <li>- Educators utilize additional competency structures to inform instruction (Portrait of a Graduate, Personalized Competency Based Learning Framework, etc.).</li> <li>- Teacher teams vertically plan STEM instruction between pipeline schools (from an elementary school to a middle school, or from a middle school to a high school)</li> <li>- Students are able to engage in appropriately challenging tasks that allow them to develop self-control and persistent effort without feeling overwhelmed and giving up.</li> <li>- Students design and implement educational goals</li> <li>- <i>Secondary schools:</i> students begin to explore occupational interests and create educational goals and course schedules that align to these interests</li> <li>- <i>Secondary schools:</i> Students have opportunities to take STEM-based courses beyond the traditional grade-level requirements (electives)</li> </ul>

<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school's STEM planning document with information pertaining to Element 1f highlighted.</p>	<ul style="list-style-type: none"> <li>-Scope and Sequence for Utah standards</li> <li>-Scope and sequence of additional standard sets</li> <li>-Meeting minutes of vertical team meetings</li> <li>-Course catalog</li> <li>-Course sequencing pathways</li> <li>-content area meeting minutes</li> <li>-Examples of learning intentions and success criteria from lessons and units or instructional plans with intended standards</li> <li>-In Mathematics, Task analysis</li> </ul> <hr/> <p>-Demonstration that teacher understands mathematical proficiency is more than just speed and accuracy</p>
<p><b>Suggested References and Resources</b></p>	<p>Core guides</p> <p>Mathematics Framework (<a href="https://schools.utah.gov/file/1d074950-00fc-4654-b53d-1dac8aaf11fb">https://schools.utah.gov/file/1d074950-00fc-4654-b53d-1dac8aaf11fb</a>)</p> <p>NCTM Effective Teaching Practices for Mathematics</p>		

**1. Curriculum: Problem-Solving Rigorous Learning**

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<p>1g. Cognitively Demanding Work</p> <p><i>Students use thinking and process skills. This includes considering alternative arguments or explanations, making predictions, interpreting their experiences, analyzing data, explaining their reasoning, and supporting their conclusions with evidence.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Student learning products exemplify Depth of Knowledge level 2-3 occasionally</li> <li>- Classroom instruction is predominantly student-centered</li> <li>- All students are asked to extend and refine their acquired knowledge to routinely analyze and solve problems</li> <li>- Students create unique solutions in STEM classes.</li> <li>- All students are asked to support their conclusions with evidence.</li> <li>- Students are asked to explain their reasoning.</li> <li>- All students are asked to consider and/or define alternative explanations.</li> </ul>	<ul style="list-style-type: none"> <li>- Student learning products exemplify at DOK 3-4 regularly in all courses</li> <li>- Classroom instruction is predominantly student-centered</li> <li>- all students are asked to think in complex ways and apply the knowledge and skills they have acquired in all classes</li> <li>- Students are asked to create solutions and take action that further develops their skills and knowledge in all classes, including STEM</li> <li>- All students are asked to support their conclusions with evidence</li> <li>- All students are asked to explain their reasoning in all classes</li> <li>- All students are asked to come up with alternative explanations or arguments</li> <li>- All students are able to ask questions and explore content in all STEM classes</li> <li>- Student work demonstrates student sensemaking</li> <li>- Students will be able to consider an issue from multiple perspectives, identify constraints, and make decisions based on new learning</li> </ul>

<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p> <p><b>BOLDED evidence suggestions have been determined by reviewers to be required</b></p>	<p>No suggested evidence</p>	<p>Provide the school's STEM planning document with information pertaining to Element 1g highlighted.</p>	<p><b>-Examples of student work demonstrating DOK 2-3-4</b></p> <ul style="list-style-type: none"> <li>-Outline of schedule of DOK 2-3-4 activities for a content area</li> <li>-Evidence of student centered instruction</li> <li>-Evidence of students using knowledge, both new and background knowledge, to solve problems</li> <li>-Student work demonstrating supporting conclusions with evidence for STEM or other course</li> <li>-student work or teacher plans to encourage students to consider alternative explanations in STEM classes</li> <li>-Student examples of predictions and hypotheses regarding class content</li> <li>-Driving class-wide discussions with student work</li> </ul>
<p><b>Suggested References and Resources</b></p>	<p>Article: Never Say Anything A Kid Can Say</p> <ul style="list-style-type: none"> <li>-Portrait of A Graduate: Creativity and Innovation at <a href="https://www.schools.utah.gov/portraitgraduate">https://www.schools.utah.gov/portraitgraduate</a></li> <li>-Portrait of A Graduate: Hard Work and Resilience at <a href="https://www.schools.utah.gov/portraitgraduate">https://www.schools.utah.gov/portraitgraduate</a></li> <li>-Evidence-Based Practice: Transfer Strategies at <a href="https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link">https://drive.google.com/file/d/1yDnTErXjEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Inquiry-Based Teaching at <a href="https://drive.google.com/file/d/1a_1V-xAY57bYrwDKVb3lAq8tzqNkGnOA/view?usp=drive_link">https://drive.google.com/file/d/1a_1V-xAY57bYrwDKVb3lAq8tzqNkGnOA/view?usp=drive_link</a></li> </ul>		

2. **Leadership**

Leadership				
Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>2a. Career Exposure</p> <p><i>Students participate in post-secondary education exposure activities, such as college tours, and in career-readiness experiences, including internships and mentoring. In some cases, experiences may be customized for each student.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>-STEM Career field experiences are offered to students at least two times per year for authentic learning.</li> <li>-Careers are directly incorporated into the STEM instruction at least once per month.</li> <li>-<i>Secondary Schools:</i> Some students participate in job-shadowing, field experiences, or other on-site experiences in STEM fields at least once each year.</li> </ul>	<ul style="list-style-type: none"> <li>- Outside-the-classroom learning includes field experience and authentic, contextual learning that directly connects to STEM in-class curriculum.</li> <li>- Partners help students and teachers understand what is expected of a student planning to enter a career in the partner’s field, including STEM career fields</li> <li>- <i>Secondary Schools:</i> Internships or on-site STEM participation exist for some of the students.</li> <li>- <i>Secondary Schools:</i> All students participate in job-shadowing, field experiences, or other on-site experiences in STEM and other fields at least once each year.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 2a highlighted.</p>	<ul style="list-style-type: none"> <li>-Lesson examples with direct STEM career ties</li> <li>-Student and/or teacher STEM internships</li> <li>-Job shadowing documentation</li> <li>-outside the classroom college and career exposure activities</li> <li>-schedule of field experiences offered to students (including STEM experiences)</li> <li>-Documentation of iSEE visits</li> </ul>	



**Suggested References  
and Resources**

STEM^4 at [https://drive.google.com/file/d/1WiyvU7-9Y--G16dOjftBUNJInTpcTYbk/view?usp=drive\\_link](https://drive.google.com/file/d/1WiyvU7-9Y--G16dOjftBUNJInTpcTYbk/view?usp=drive_link)

iSEE website (<http://www.iseeutah.org/>)

## 2. Leadership

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>2b. College and Career Readiness Skills</p> <p><i>Students use the skills of communication, creativity, collaboration, leadership, critical thinking, and technological proficiency.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<p><i>STEM content courses incorporate lessons/activities that require students to exercise skills they will use in the workplace:</i></p> <ul style="list-style-type: none"> <li>- Lessons/activities require students to demonstrate leadership and responsibility.</li> <li>- Lessons/activities require students to present information effectively and are aligned with the Utah ELA standards for communication.</li> <li>- Lessons/activities require students to exercise time management and organize their work.</li> <li>- Lessons require students to use content and age appropriate technology as available.</li> </ul>	<p><i>ALL content areas incorporate lessons/activities that require students to regularly exercise skills they will use in the workplace:</i></p> <ul style="list-style-type: none"> <li>- Lessons/activities require students to demonstrate leadership and responsibility.</li> <li>- Lessons/activities require students to present information effectively, and are aligned with the Utah ELA standards for communication.</li> <li>- Lessons/activities require students to exercise time management and organize their work.</li> <li>- Lessons require students to use content and age appropriate technology as available.</li> <li>- Instruction supports students developing and using the practices and ways of thinking specific to the content area and related career skills.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 2b highlighted.</p>	<ul style="list-style-type: none"> <li>-Lesson examples of leadership building opportunities and activities</li> <li>-Student work aligned to the Utah ELA standards for communication</li> <li>-Lessons and tools relating to student time management and resource organization</li> <li>-<i>Secondary:</i> Demonstrate how plans for college and career readiness connect to students’ experience</li> <li>-High School: <a href="#">Offers a College and Career Readiness Course applicable to all students</a></li> </ul>	

**Suggested References and Resources**

- Evidence-Based Practice: Transfer Strategies at [https://drive.google.com/file/d/1yDnTErXiEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive\\_link](https://drive.google.com/file/d/1yDnTErXiEoyVgJuF8HCjHX1VxFY1SfNa/view?usp=drive_link)
- Evidence-Based Practice: Metacognition at [https://drive.google.com/file/d/18Sjf6nWvspr7-u\\_-jC6C3mXxUMUnpiKe/view?usp=drive\\_link](https://drive.google.com/file/d/18Sjf6nWvspr7-u_-jC6C3mXxUMUnpiKe/view?usp=drive_link)
- Evidence-Based Practice: Self-Directed Learning at [https://drive.google.com/file/d/1VTJL6LiLkMBZEjBJi2OLAKnxVbsMmlA/view?usp=drive\\_link](https://drive.google.com/file/d/1VTJL6LiLkMBZEjBJi2OLAKnxVbsMmlA/view?usp=drive_link)
- Evidence-Based Practice: Self-Verbalization/Self-Questioning at [https://drive.google.com/file/d/1o\\_\\_OtyODvpysuPQNxG2j0DqbrbaXEH5r/view?usp=drive\\_link](https://drive.google.com/file/d/1o__OtyODvpysuPQNxG2j0DqbrbaXEH5r/view?usp=drive_link)
- Evidence-Based Practice: Effort Management at [https://drive.google.com/file/d/1kbZ71NXP-jZAsGvxBZfqrO6urqdWNVLK/view?usp=drive\\_link](https://drive.google.com/file/d/1kbZ71NXP-jZAsGvxBZfqrO6urqdWNVLK/view?usp=drive_link)

2. Leadership

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>2c. STEM Instructional Team Leaders Support Instruction</p> <p><i>A portion of the school's staff, in addition to administrators, has time designated for instructional leadership and actively supports instruction (e.g., leads professional development, models instruction, gives feedback on instruction, etc.). School leaders ensure that staff members have opportunities to grow in their roles as STEM school teachers and leaders. The staff works with independence and self-direction.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> <li>- A STEM leadership team is in place to ensure continuous STEM program improvement.</li> <li>- Teacher teams address expectations of school set by the leadership team.</li> <li>- Teams meet regularly to discuss school goals and progress, research, best practices, and opportunities for improvement.</li> <li>- School leaders ensure that teachers have opportunities to see exemplary practice.</li> <li>- Teachers know that it's okay to try new practices. School leaders support teachers when they fail with constructive procedures and feedback.</li> <li>- Utah Effective Teaching Standards and Utah Educational Leadership Standards are <b>involved in planning and framework</b> for leadership development</li> <li>- School leader(s) encourage and support teachers to seek out additional professional learning opportunities beyond school/LEA.</li> </ul>	<ul style="list-style-type: none"> <li>- A STEM leadership team is in place to define, monitor, and evaluate the entire school.</li> <li>- Leadership teams, including the STEM leadership team, meet regularly to discuss research, best practices, successes, and opportunities for improvement toward STEM School goals.</li> <li>- School leaders model instructional practice, <b>demonstrate and support staff development in high-quality instruction.</b></li> <li>- School leaders model and support risk-taking and autonomy for staff.</li> <li>- School leaders model and support staff innovation and/or attempting new strategies.</li> <li>- Utah Effective Teaching Standards and Utah Educational Leadership Standards are <b>directly referenced and central to planning, development, and evaluation</b> of leadership efforts</li> <li>- Administrators, instructional coaches, and educators utilize the Science Observation Rubric to support professional awareness and development</li> </ul>

<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school's STEM planning document with information pertaining to Element 2c highlighted.</p>	<ul style="list-style-type: none"> <li>-A list of participants on the STEM Leadership team</li> <li>-Teacher teams (PLCs) identified</li> <li>-Team meeting schedule and/or meeting minutes</li> <li>-Examples of constructive feedback from a peer teacher or administrator</li> <li>-Schedule of ongoing STEM related professional learning opportunities</li> <li>-Examples of school leaders demonstrating innovation and new strategies</li> <li>-Documentation of staff engaging in STEM professional learning opportunities including state and national events where appropriate</li> </ul>
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-Science Observation Rubric at <a href="https://docs.google.com/document/d/1quNurnZ-AxfajLURUqG5esqWQYtrzTH4Y01g5TimHLw/edit">https://docs.google.com/document/d/1quNurnZ-AxfajLURUqG5esqWQYtrzTH4Y01g5TimHLw/edit</a></li> <li>-Evidence-Based Practice: Collective Teacher Efficacy at <a href="https://drive.google.com/file/d/1OmyJL0I_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link">https://drive.google.com/file/d/1OmyJL0I_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link</a></li> <li>-Utah Effective Teaching Standards at <a href="https://drive.google.com/file/d/1tO1XyEaH9Cr_PzQ-AVSeA3DMDP14o4aI/view?usp=drive_link">https://drive.google.com/file/d/1tO1XyEaH9Cr_PzQ-AVSeA3DMDP14o4aI/view?usp=drive_link</a></li> <li>Utah Educational Leadership Standards at <a href="https://drive.google.com/file/d/15V-ce95PUxd2JxE5OI5Jhgweb1s1W4E2/view?usp=drive_link">https://drive.google.com/file/d/15V-ce95PUxd2JxE5OI5Jhgweb1s1W4E2/view?usp=drive_link</a></li> <li>USBE Math professional opportunities at: <a href="https://docs.google.com/document/d/1dOfPpWafWuzDnGXgjVYODxk-HSWDyYhPJQt8ihnocpo/edit?usp=sharing">https://docs.google.com/document/d/1dOfPpWafWuzDnGXgjVYODxk-HSWDyYhPJQt8ihnocpo/edit?usp=sharing</a></li> <li>STEM Action Center opportunities at: <a href="http://STEM.utah.gov">STEM.utah.gov</a>, then scroll down to sign up for monthly newsletter</li> </ul>		

## 2. Leadership

2. Leadership				
Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>2d. Staff Has Sense of School Ownership and Participates in Decision Making</p> <p><i>Staff members behave in a manner that exhibits their responsibility for and commitment to the success of the school. The staff contributes to and has a say in decisions regarding the school.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- The school leadership engages staff in strategic planning.</li> <li>- The school leadership has an articulated process for staff to give input and feedback.</li> <li>- Decisions are made by greater than 50% of the school’s staff.</li> </ul>	<ul style="list-style-type: none"> <li>- The school leadership engages ALL staff members in strategic planning.</li> <li>- The school leadership has an articulated process for staff members to give input and feedback, and responds to feedback in an open setting</li> <li>- Decisions are made by ALL school faculty and staff members.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 2d highlighted.</p>	<ul style="list-style-type: none"> <li>-Evidence of efforts made to elicit staff suggestions in strategic planning</li> <li>-Defined process for staff to provide feedback to leadership and receive responses</li> <li>-Documentation of school faculty and staff engagement in decision making such as survey results, team meeting minutes, etc.</li> <li>-Evidence of engagement in multiple levels of the <a href="#">public participation spectrum</a></li> </ul>	
<p><b>Suggested References and Resources</b></p>	<p>-Evidence-Based Practice: Collective Teacher Efficacy at <a href="https://drive.google.com/file/d/1OmyJL0I_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link">https://drive.google.com/file/d/1OmyJL0I_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link</a></p> <p>-Article: Developing Stakeholder Relationships to SupportSchool Programming at <a href="https://drive.google.com/file/d/1lj90StmMjX-ozlpYtGaRUSiGQjX6_nH/view?usp=drive_link">https://drive.google.com/file/d/1lj90StmMjX-ozlpYtGaRUSiGQjX6_nH/view?usp=drive_link</a></p>			

3. **Assessment**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>3a. Interventions and Enhancements</p> <p><i>Demonstration that school utilizes customized supports to measure student outcomes and teacher instruction.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- STEM courses utilize intervention and enhancement protocols to increase progress toward student learning targets.</li> <li>- Students are actively informed about mastery expectations and progress in STEM courses.</li> </ul>	<ul style="list-style-type: none"> <li>-80% of all courses, including all STEM courses, utilize intervention and enhancement protocols to measure progress toward student learning targets</li> <li>-Qualitative assessments exist around student learning targets.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 3a highlighted.</p>	<ul style="list-style-type: none"> <li>-Documentation associated with MTSS (student information removed)</li> <li>-Rubrics, examples of student work for students to review</li> <li>-Progress indicators given to students and parents</li> <li>-Examples of direct instruction regarding the use of a rubric</li> <li>-Qualitative assessments</li> <li>-Teacher uses formative assessment to guide instruction</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-Evidence-Based Practice: Enrichment Programs at <a href="https://drive.google.com/file/d/1mpRCpEtsj9H56qpkJ-a2s5YnNsxED3M/view?usp=drive_link">https://drive.google.com/file/d/1mpRCpEtsj9H56qpkJ-a2s5YnNsxED3M/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Differentiation with UDL Focus at <a href="https://drive.google.com/file/d/158Y73uNPDpfySNhb8UrM4rR2leZC9zM5/view?usp=drive_link">https://drive.google.com/file/d/158Y73uNPDpfySNhb8UrM4rR2leZC9zM5/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Response to Intervention at <a href="https://drive.google.com/file/d/1-6A3l-x7o3FSmTyV2LApnEsC5NJbiYJJ/view?usp=drive_link">https://drive.google.com/file/d/1-6A3l-x7o3FSmTyV2LApnEsC5NJbiYJJ/view?usp=drive_link</a></li> </ul>			

3. **Assessment**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>3b. Use of Assessment to Inform Instruction</p> <p><i>The teacher uses information on current student understanding to inform and plan future instruction. Assessments are ongoing, authentic, and cross-curricular. They are project-focused and performance-based. Rubrics for projects are provided and articulate with the goals of the assessment. Formative assessment informs summative assessment and teaching efforts.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<p>-All STEM teachers use multiple indicators of success (e.g., performance assessments, observations, monitoring student dialogue) at least once a week to inform their decisions about instruction (reteach concepts, try an alternative instructional strategy, organize the students differently, provide an alternative example).</p> <p>-Most STEM teachers go back and reteach concepts based on student understanding.</p> <p>-STEM Teachers consistently use observation and monitor student dialogue to assess student learning.</p>	<p>-All teachers, including STEM teachers, use multiple indicators of success (e.g., performance assessments, observations, monitoring student dialogue) almost every class session to inform decisions about instruction (e.g., reteach concepts, try an alternative instructional strategy, organize the students differently, provide an alternative example).</p> <p>-All teachers, including STEM teachers, use observation and monitor student dialogue to consistently assess student learning, and share their data in teacher teams at least once a month.</p> <p>-Assessments are asset-based, built to identify what students know in addition to what they don’t</p>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 3b highlighted.</p>	<p>-Grade books with multiple evaluation indicators noted and dates of assessments</p> <p>-Scope and sequence including summative assessment periods</p> <p>-Notes about instructional changes made after formative assessment</p> <p>-Teacher team meeting notes regarding assessment of student learning with supporting data (this could be supported by customized support documents- identifying information should be removed)</p> <p>-Rubrics for problem-based activities and learning experiences</p>	



			<p>-Examples of re-teaching after formative assessment as needed</p> <p>-Evidence illustrating that instruction was adjusted based on formative assessment data.</p>
<p><b>Suggested References and Resources</b></p>	<p>Mathematics Formative Assessment Clusters</p> <p>-Grade 6: <a href="https://docs.google.com/document/d/1SsNRXsR9z08t3rrPLm6zpvtRGfL8QC9EGOMc34dzt8/edit?usp=sharing">https://docs.google.com/document/d/1SsNRXsR9z08t3rrPLm6zpvtRGfL8QC9EGOMc34dzt8/edit?usp=sharing</a></p> <p>-Grade 7: <a href="https://docs.google.com/document/d/1ODCOfojvwDd_BPAoIpabVMYUE7t-6mOoQj6YYZB9UVc/edit?usp=sharing">https://docs.google.com/document/d/1ODCOfojvwDd_BPAoIpabVMYUE7t-6mOoQj6YYZB9UVc/edit?usp=sharing</a></p> <p>-Grade 8: <a href="https://docs.google.com/document/d/1p2LjrAJNA6amlZ_N1pKdG_1HkoLuLhb5JXWSIfPk074/edit?usp=sharing">https://docs.google.com/document/d/1p2LjrAJNA6amlZ_N1pKdG_1HkoLuLhb5JXWSIfPk074/edit?usp=sharing</a></p> <p>-Evidence-Based Practice: Formative Assessment Process at <a href="https://drive.google.com/file/d/1Dho8ug_UgfYYLHmsy0TEGWpSczujQv-L/view?usp=drive_link">https://drive.google.com/file/d/1Dho8ug_UgfYYLHmsy0TEGWpSczujQv-L/view?usp=drive_link</a></p> <p>-Evidence-Based Practice: Success Criteria at <a href="https://drive.google.com/file/d/17YpLXvlkguiypzYqzc-qqGgGr8DNzFIF/view?usp=drive_link">https://drive.google.com/file/d/17YpLXvlkguiypzYqzc-qqGgGr8DNzFIF/view?usp=drive_link</a></p> <p>-Evidence-Based Practice: Peer Assessment at <a href="https://drive.google.com/file/d/11z1kBR34iIT_gb6mSnCF2anUs9YO3Bsd/view?usp=drive_link">https://drive.google.com/file/d/11z1kBR34iIT_gb6mSnCF2anUs9YO3Bsd/view?usp=drive_link</a></p> <p>-Evidence-Based Practice: Feedback via Technology at <a href="https://drive.google.com/file/d/1A8icTwc_UWzQcAdZe9OZUIQcRvlsGKub/view?usp=drive_link">https://drive.google.com/file/d/1A8icTwc_UWzQcAdZe9OZUIQcRvlsGKub/view?usp=drive_link</a></p>		

4. **Professional Learning**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>4a. Staff Engagement in Relevant Professional Learning Opportunities</p> <p><i>The staff participates in internal or external growth and development activities that are beneficial and relevant to their work. Staff members are willing to try new practices and adjust what they do for the greatest benefit for students.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<p>-Professional development meets <b>ALL</b> of the criteria established in Professional Learning Standards articulated in Utah law</p> <p>-School leader(s) make sure teachers have access to STEM professional learning at least once per school year</p> <p>-Staff members occasionally try new strategies (e.g., instructional, management, stakeholder outreach)</p> <p>-Staff members have clear opportunities to give input about professional development needs and outcomes received at the school</p>	<p>-Professional development meets <b>ALL</b> of the criteria established in Professional Learning Standards articulated in Utah law</p> <p>-School leader(s) make sure teachers participate in STEM professional learning at least once per month</p> <p>-Staff members regularly try new strategies (e.g., instructional, management, stakeholder outreach)</p> <p>-Some PD experiences or staff collaboration time are structured to focus on new practices</p>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 4a highlighted.</p>	<p>-Evidence of professional learning aligning to Professional Learning Standards with lesson plan examples</p> <p>-Flyers, memos, emails of notification of STEM professional Learning opportunities</p> <p>-Survey of teacher needs/wants relating to professional learning</p> <p>-Schedule of professional learning offered by the school over the course of a year, including identified STEM learning opportunities</p> <p>-Agenda of professional learning meetings</p> <p>-video clip(s) of classroom instruction</p> <p>Trends in STEM Endorsement progress and attainment</p>	

**Suggested References and Resources**

-Math Professional Learning Opportunities for teachers:

<https://docs.google.com/document/d/1dOfPpWafWuzDnGXgjVYODxk-HSWDyYhPJQt8ihnocpo/edit?usp=sharing>

-Evidence-Based Practice: Teacher Credibility at

[https://drive.google.com/file/d/16\\_ntO-VBBfelM23Haacc6600YTeSWVGO/view?usp=drive\\_link](https://drive.google.com/file/d/16_ntO-VBBfelM23Haacc6600YTeSWVGO/view?usp=drive_link)

Evidence-Based Practice: Teacher Clarity at [https://drive.google.com/file/d/1ZIT34tJRjg5OWtrVDLthoBXIYd10JET/view?usp=drive\\_link](https://drive.google.com/file/d/1ZIT34tJRjg5OWtrVDLthoBXIYd10JET/view?usp=drive_link)

Evidence-Based Practice: Collective Teacher Efficacy at

[https://drive.google.com/file/d/1OmyJLOI\\_RrlcIQ0ZaNCWTpOD8x7N-kn3/view?usp=drive\\_link](https://drive.google.com/file/d/1OmyJLOI_RrlcIQ0ZaNCWTpOD8x7N-kn3/view?usp=drive_link)

4. **Professional Learning**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>4b. Professional Learning Resources</p> <p><i>Resources (both time and funding) are available to help teachers and staff develop and further their skills.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- School leadership ensures that professional development opportunities, including STEM experiences, are identified and shared.</li> <li>- School leadership makes sure that professional development is high quality.</li> <li>- School leadership supports staff interests in STEM professional learning.</li> <li>- Leaders designate financial and human resources to support staff professional development.</li> </ul>	<ul style="list-style-type: none"> <li>- The leadership obtains grant(s) and/or brings in resources beyond school funding streams to support professional development.</li> <li>- Leaders evaluate the impact of professional development</li> <li>- Learning communities and learning networks are integrated into efforts for personal growth and school wide growth.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 4b highlighted.</p>	<ul style="list-style-type: none"> <li>-Applications, MOUs relating to additional professional learning funds</li> <li>-Evaluation on the effectiveness of professional learning opportunities made available to staff, effective learning opportunities and future improvements</li> <li>-documentation showing leadership support of STEM professional development</li> <li>-Evidence of fiduciary support for STEM professional development, in addition to other areas of focus</li> <li>-Meeting minutes of learning community meetings supporting growth</li> <li>-Observations of teachers putting into practice and/or sharing new strategies with other staff members with feedback</li> </ul>	

			-surveys about implementation and data on impact of professional development and its impact on instruction
<b>Suggested References and Resources</b>	Knoster's Model at <a href="https://drive.google.com/file/d/1jWleI7Q3BjEmmKdP-5IFfN7kQAbg9Vib/view?usp=drive_link">https://drive.google.com/file/d/1jWleI7Q3BjEmmKdP-5IFfN7kQAbg9Vib/view?usp=drive_link</a> STEM Endorsement Incentive Program (through USBE) at <a href="https://www.schools.utah.gov/curr/stem?mid=900&amp;tid=5">https://www.schools.utah.gov/curr/stem?mid=900&amp;tid=5</a> STEM Action Center link: <a href="https://STEM.Utah.gov">STEM.Utah.gov</a> -Evidence-Based Practice: Teacher Credibility at <a href="https://drive.google.com/file/d/16_ntO-VBBfelM23Haacc6600YTeSWVGO/view?usp=drive_link">https://drive.google.com/file/d/16_ntO-VBBfelM23Haacc6600YTeSWVGO/view?usp=drive_link</a> Evidence-Based Practice: Collective Teacher Efficacy at <a href="https://drive.google.com/file/d/1OmyJL0I_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link">https://drive.google.com/file/d/1OmyJL0I_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link</a>		

4. Professional Learning

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>4c. Staff Reflects On Their Work</p> <p><i>The staff considers the strengths and weaknesses of their practices and ways they can improve. Learning communities and learning networks are integrated into efforts for personal growth and school wide growth.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Staff members explicitly identify times to consider the strengths and weaknesses of their work.</li> <li>- Staff members document monthly reflections about how to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff members develop strategies for improving their work in collaboration with colleagues and administration.</li> <li>- Staff members document weekly reflections about how to improve their work.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 4c highlighted.</p>	<ul style="list-style-type: none"> <li>-Videos of instruction with teacher self and peer evaluation notes</li> <li>-Meeting minutes associated with lesson study</li> <li>- SMART goals by teachers relating to specific instructional improvements</li> <li>-Documentation of data-driven decisions</li> <li>-Evidence of teacher learning</li> <li>-Use of Science Observation Rubric or 5-SMP Look fors</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<p>-Science Observation Rubric at <a href="https://drive.google.com/file/d/1gVhECLDUOBqukkavdcCZh4LX7y9blhi/view?usp=drive_link">https://drive.google.com/file/d/1gVhECLDUOBqukkavdcCZh4LX7y9blhi/view?usp=drive_link</a></p> <p>-5 SMP look fors at <a href="https://drive.google.com/file/d/1irfgsFBiFHK3HYvvGAK1UZlw6_yWTate/view?usp=drive_link">https://drive.google.com/file/d/1irfgsFBiFHK3HYvvGAK1UZlw6_yWTate/view?usp=drive_link</a></p>			

5. **Teaching**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>5a. Code of Behavior and Values</p> <p><i>The staff emphasizes and demonstrates code of behavior and values for themselves and students. The staff listens to, supports, and engages constructively with colleagues.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- The student handbook articulates a code of behavior, values, and treatment of one another with trust and respect</li> <li>- The code is visibly displayed</li> <li>- Staff and students talk about the code of behavior and values in classes</li> </ul>	<ul style="list-style-type: none"> <li>- Staff and students talk about the Code of Behavior and Values in and outside of class (in hallways and after school activities)</li> <li>- Students use and are assessed on core values in their learning</li> <li>- A program for recognition of student conduct exists</li> <li>- STEM career behaviors and skills are embedded into the code of behavior and values</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value as signed.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 5a highlighted.</p>	<ul style="list-style-type: none"> <li>-Upload of student handbook with student behavior expectations</li> <li>-Pictures of Behavior/Value code displayed</li> <li>-Examples of teachers tying behavior code into class instruction</li> <li>-Assessments relating to care values</li> <li>-Description of student behavior recognition program</li> <li>-Examples of class instruction including STEM career behaviors</li> <li>-Evidence of an effective <b>Positive Behavioral Interventions and Supports (PBIS)</b> system</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-Evidence-Based Practice: Emotional Intelligence at <a href="https://drive.google.com/file/d/1h-PCyia4UPD7mhWvLZdFM6bm_W2sMR6T/view?usp=drive_link">https://drive.google.com/file/d/1h-PCyia4UPD7mhWvLZdFM6bm_W2sMR6T/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Success Criteria at <a href="https://drive.google.com/file/d/17YpLXvlkguiypzYqzc-qqGgGr8DNzFIF/view?usp=drive_link">https://drive.google.com/file/d/17YpLXvlkguiypzYqzc-qqGgGr8DNzFIF/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Response to Intervention at <a href="https://drive.google.com/file/d/1-6A3l-x7o3FSmTyV2LApnEsC5NJbiYJJ/view?usp=drive_link">https://drive.google.com/file/d/1-6A3l-x7o3FSmTyV2LApnEsC5NJbiYJJ/view?usp=drive_link</a></li> </ul>			

5. **Teaching**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>5b. Teacher Differentiation of Instruction Based on Learning Needs</p> <p><i>The teacher customizes instruction based on abilities and developmental levels of the students.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Course pacing of content covered is modified to accommodate for differences among students.</li> <li>- Teachers ensure that rigor is maintained while making lessons accessible for all students.</li> <li>- Teachers use a range of pedagogical strategies</li> <li>- All students are supported in taking courses/participating in opportunities they’re interested in</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher differentiation incorporates students’ real-life applications for outside learning.</li> <li>- Students are able to self-select the differentiation</li> <li>- Teachers regularly and systematically share information about students’ learning differences</li> <li>- School system proactively supports students in pursuing their interests through course taking pathways/opportunities</li> <li>-Students can advocate, as appropriate for their age, for their needs as learners</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 5b highlighted.</p>	<ul style="list-style-type: none"> <li>-Examples of differentiated work</li> <li>-Examples of low-threshold, high-ceiling mathematical tasks</li> <li>-Lesson plan documenting variety of pedagogical strategies</li> <li>-Examples of student selection of differentiation</li> <li>-Meeting minutes discussing student learning differences (student names removed)</li> <li>-Lessons or activities based on student interests</li> <li>-Customized phenomena used in science instruction</li> </ul>	



**Suggested References and Resources**

-Portrait of A Graduate: Respect at <https://www.schools.utah.gov/portraitgraduate>

USBE PCBL framework at <https://schools.utah.gov/file/b968b87d-7021-4d1d-a1ac-28636c0b720d>

-Evidence-Based Practice: Appropriately Challenging Goals at [https://drive.google.com/file/d/12YaS-8MpdIvuOxRAwYcel4CLC3\\_wBHb7/view?usp=drive\\_link](https://drive.google.com/file/d/12YaS-8MpdIvuOxRAwYcel4CLC3_wBHb7/view?usp=drive_link)

-Evidence-Based Practice: Clear Learning Intentions at [https://drive.google.com/file/d/1KAUBFLi8TpZi4HyzLZpcpDMYDBIMWJq6/view?usp=drive\\_link](https://drive.google.com/file/d/1KAUBFLi8TpZi4HyzLZpcpDMYDBIMWJq6/view?usp=drive_link)

-Evidence-Based Practice: Scaffolding at [https://drive.google.com/file/d/1N04Jo1yEhqAgpHsDuLsKzK-io2ptv0ar/view?usp=drive\\_link](https://drive.google.com/file/d/1N04Jo1yEhqAgpHsDuLsKzK-io2ptv0ar/view?usp=drive_link)

-Evidence-Based Practice: Differentiation with UDL Focus at [https://drive.google.com/file/d/158Y73uNPDpfySNhb8UrM4rR2leZC9zM5/view?usp=drive\\_link](https://drive.google.com/file/d/158Y73uNPDpfySNhb8UrM4rR2leZC9zM5/view?usp=drive_link)

-Evidence-Based Practice: Prior Ability and Achievement at [https://drive.google.com/file/d/1NM-1Nq7OKuRVzLqOsuqv3-GAGn86HkDi/view?usp=drive\\_link](https://drive.google.com/file/d/1NM-1Nq7OKuRVzLqOsuqv3-GAGn86HkDi/view?usp=drive_link)

-Evidence-Based Practice: Teacher Estimates of Achievement at [https://drive.google.com/file/d/1syzge01pE6ss8MizdPgR6esqo9XbjWhd/view?usp=drive\\_link](https://drive.google.com/file/d/1syzge01pE6ss8MizdPgR6esqo9XbjWhd/view?usp=drive_link)

-Evidence-Based Practice: Teachers Not Labeling Students at [https://drive.google.com/file/d/1rfaxaSlNv4r-4MwyHGwg1O211VJnQItg/view?usp=drive\\_link](https://drive.google.com/file/d/1rfaxaSlNv4r-4MwyHGwg1O211VJnQItg/view?usp=drive_link)

5. **Teaching**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>5c. Staff Shares Practices</p> <p><i>The staff shares with others practices they enact in their classrooms and school.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<p>- STEM practices and strategies are shared across all staff members in the school.</p>	<p>- Staff members at this school provide PD/training/ consultation/instructional materials to each other and to other schools interested in STEM practices.</p>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 5c highlighted.</p>	<ul style="list-style-type: none"> <li>-Meeting minutes with document STEM strategies</li> <li>-examples of teacher to teacher learning opportunities</li> <li>-evidence of exemplar teaching practices</li> <li>-clearly a system in place to share what was learned at external PD</li> <li>-Shared learning intentions at the beginning of each professional learning session</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<p>-Evidence-Based Practice: Collective Teacher Efficacy at <a href="https://drive.google.com/file/d/1OmyJL0l_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link">https://drive.google.com/file/d/1OmyJL0l_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link</a></p> <p>Knoster’s Model at <a href="https://drive.google.com/file/d/1jWleI7Q3BjEmmKdP-5IFfN7kQAbg9Vib/view?usp=drive_link">https://drive.google.com/file/d/1jWleI7Q3BjEmmKdP-5IFfN7kQAbg9Vib/view?usp=drive_link</a></p>			

5. **Teaching**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>5d. Common Planning Time and Individual Planning Time are Incorporated into the Schedule</p> <p><i>Planning time specifically devoted to supporting collaborations among school staff, and planning time provided specifically for staff to prepare individually for instruction, in any way that they choose.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Teachers have a set time to collaborate and work individually at least monthly to:               <ul style="list-style-type: none"> <li>plan integrated lessons</li> <li>share/co-create STEM activities</li> <li>plan learning outcomes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Teachers have a set time to collaborate and work individually at least weekly to:               <ul style="list-style-type: none"> <li>plan integrated lessons</li> <li>share/co-create STEM activities</li> <li>plan learning outcomes</li> </ul> </li> <li>- Regular, collaborative planning time allows teachers within and across grade levels to:               <ul style="list-style-type: none"> <li>give each other advice</li> <li>share ideas about instruction</li> <li>work through problems together</li> </ul> </li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 5d highlighted.</p>	<ul style="list-style-type: none"> <li>-Schedule of shared prep times</li> <li>-Meeting minutes with STEM shared lessons planned/discussed</li> <li>-Grade level meeting schedule and/or minutes</li> <li>-Vertical team meeting schedule and/or minutes</li> <li>-Regularly scheduled PLC meetings and or/meeting minutes</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-Evidence-Based Practice: Collective Teacher Efficacy at <a href="https://drive.google.com/file/d/1OmyJL0I_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link">https://drive.google.com/file/d/1OmyJL0I_RrIcIQ0ZaNCWtpOD8x7N-kn3/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Response to Intervention at <a href="https://drive.google.com/file/d/1-6A3I-x7o3FSmTyV2LApnEsC5NJbiYJJ/view?usp=drive_link">https://drive.google.com/file/d/1-6A3I-x7o3FSmTyV2LApnEsC5NJbiYJJ/view?usp=drive_link</a></li> </ul>			

6. Student Engagement and Equity

6. Student Engagement and Equity				
Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>6a. Protective Factors for Students <i>The staff considers the range of students' needs. These include social, emotional, and academic needs.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Teachers reach out to families and talk with students to understand students’ social and emotional well-being.</li> <li>- Regularly scheduled strategies and procedures have been implemented across the entire school that focus on relationships and on developing and fostering global literacy (e.g., student advisory class, class meeting, or homeroom).</li> <li>- The school has a student induction process, program, or activities that support incoming students.</li> </ul>	<ul style="list-style-type: none"> <li>- The school has a student induction process, program, or activities that support new students' transitioning to the school in ALL grade levels.</li> <li>- Teachers meet regularly to discuss students’ social and emotional needs.</li> <li>- A scheduled part of the school day extends instruction or focuses on supporting relationship building.</li> <li>- Annual resources are allocated to develop, revise, and sustain strategies and procedures across the entire school (e.g., student advisory class, class meeting, or homeroom)</li> <li>- Students, teachers, parents, and external partners provide input into strategies and procedures (e.g., student advisory class, class meeting, or homeroom).</li> <li>- Students are able to advocate for their own needs at an age appropriate level</li> <li>- Students set goals and build routines for themselves with appropriate adults that pertain to their social, emotional, and academic needs</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning doc. with information pertaining to</p>	<ul style="list-style-type: none"> <li>-Invitation, agenda, and schedule of induction/welcome activity</li> <li>-Examples of teachers reaching out to student homes</li> <li>-Home visit schedules</li> </ul>	

		Element 6a highlighted.	<ul style="list-style-type: none"> <li>-Attendance at parent teacher conference</li> <li>-Advisory/homeroom schedules</li> <li>-External partner feedback regarding strategies and procedures</li> <li>-Parent surveys</li> <li>-Examples of student-set goals (Student names removed!)</li> </ul>
<b>Suggested References and Resources</b>	<ul style="list-style-type: none"> <li>-Evidence-Based Practice: Belonging at <a href="https://drive.google.com/file/d/1RlvqyH32yD8NihdyKBi7CF0tUhJY4I-G/view?usp=drive_link">https://drive.google.com/file/d/1RlvqyH32yD8NihdyKBi7CF0tUhJY4I-G/view?usp=drive_link</a></li> <li>-Evidence-Based Practice:Stong Classroom Cohesion at <a href="https://drive.google.com/file/d/12uH7dLucDN33SMBINycBIVAFzVR0bLeo/view?usp=drive_link">https://drive.google.com/file/d/12uH7dLucDN33SMBINycBIVAFzVR0bLeo/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Emotional Intelligence at <a href="https://drive.google.com/file/d/1h-PCyia4UPD7mhWvLZdFM6bm_W2sMR6T/view?usp=drive_link">https://drive.google.com/file/d/1h-PCyia4UPD7mhWvLZdFM6bm_W2sMR6T/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Teacher-Student Relationships at <a href="https://drive.google.com/file/d/1jvUgISfMudKGt3cuncbqh1jXeRmZSKdv/view?usp=drive_link">https://drive.google.com/file/d/1jvUgISfMudKGt3cuncbqh1jXeRmZSKdv/view?usp=drive_link</a></li> <li>-Evidence-Based Practice:Teachers Not Labeling Students at <a href="https://drive.google.com/file/d/1rfaxaSlNv4r-4MwyHGwg1O211VJnOltg/view?usp=drive_link">https://drive.google.com/file/d/1rfaxaSlNv4r-4MwyHGwg1O211VJnOltg/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Positive Peer Influence at <a href="https://drive.google.com/file/d/1RU4zw5jJhOaqD-0LkKt1-EPbP-3jX_Ib/view?usp=drive_link">https://drive.google.com/file/d/1RU4zw5jJhOaqD-0LkKt1-EPbP-3jX_Ib/view?usp=drive_link</a></li> </ul>		

6. **Student Engagement and Equity**

6. Student Engagement and Equity				
Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>6b. Culture of Learning <i>The staff takes steps to ensure all students have opportunities to master content.</i></p>	<p><i>N/A Belief that all students can learn is central to instruction. Schools need to have this element in place to be eligible for STEM School Certification.</i></p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>-The school works to provide equitable access to rigorous, high-level courses.</li> <li>-All students’ specific and identified needs are being met.</li> <li>-Specific considerations are made in STEM classrooms that support all students, including populations underrepresented in STEM fields.</li> <li>-Teachers receive professional development on underrepresented populations in STEM fields to inform instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- The school works to provide equitable access to rigorous, high-level courses.</li> <li>- Programs have been designed to encourage underrepresented students to develop and maintain interest in STEM careers.</li> <li>- Student participant in programs matches student demographics, including traditionally underrepresented populations in STEM</li> <li>- High Quality Instruction Cycle is evident across all classrooms</li> <li>- School relies on asset-based design, leveraging student strengths to drive instruction</li> </ul>
<p><b>Suggested Evidence</b> The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 6b highlighted.</p>	<ul style="list-style-type: none"> <li>- Course catalog</li> <li>-data of student participant in programs and student demographics</li> <li>- Examples of student needs and how they are being met (identified)</li> <li>- STEM class recruiting information</li> <li>- Schedule of PD addressing underrepresented populations in STEM</li> <li>-Evidence of class discussions being facilitated using specific examples of student work</li> <li>-All students have access to grade-level content with appropriate supports</li> </ul>	

			<ul style="list-style-type: none"> <li>-belief that all students can be successful in mathematics with specific examples</li> <li>-evidence of student metacognition through self reflection, self scoring, students using learning scales</li>   <li>-All teachers take responsibility for all students and believe that all students can achieve at high-levels (Collective Efficacy)</li>   <li>-opportunities to revise thinking, not just one right answer, coming to solution is a process of sense making,</li>   <li>-teachers do not imply there is a single answer, meeting students where they are, and provide scaffold of supports for student learning</li>   <li>-expectation of learning things together as teacher and students</li>   <li>-examples of student discourse</li> </ul>
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-USBE PCBL framework at <a href="https://schools.utah.gov/file/b968b87d-7021-4d1d-a1ac-28636c0b720d">https://schools.utah.gov/file/b968b87d-7021-4d1d-a1ac-28636c0b720d</a></li> <li>-All Evidence based practices, found at <a href="https://drive.google.com/drive/folders/1mfo1o-X3SOCdCqGmOvGROShZSulQIDtC?usp=drive_link">https://drive.google.com/drive/folders/1mfo1o-X3SOCdCqGmOvGROShZSulQIDtC?usp=drive_link</a></li> </ul>		

6. **Student Engagement and Equity**

6. Student Engagement and Equity				
Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
6c. Student Participation in Decision-Making	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.	<ul style="list-style-type: none"> <li>- Students participate in the development/revision of the code of behavior and values.</li> <li>- Students are encouraged to give feedback at any time (via a suggestion box, etc.).</li> <li>- There are structured opportunities for students to provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Students participate in high-level school decision-making, such as disciplinary regulations, after school/club opportunities, course planning, and program development.</li> <li>- All students have opportunities to participate in creating system-wide goals, whether they be at a classroom or school level.</li> <li>- Students have opportunities to set personal goals</li> <li>- School has a system in place to ensure that there is a representative voice in student decision-making.</li> <li>- <i>Secondary Schools:</i> Students and families are given the opportunity to make decisions about mathematical course taking (as opposed to counselors and teachers telling students which classes they will be successful at).</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	No suggested evidence	Provide the school’s STEM planning document with information pertaining to Element 6c highlighted.	<ul style="list-style-type: none"> <li>- Student input regarding behavior expectations, course planning, etc.</li> <li>- Pictures of student suggestion box</li> <li>- School wide system for student input such as student council</li> <li>- Evidence of teachers seeking student feedback.</li> <li>- Examples in math classrooms of students given opportunities to choose how to solve problems and how to show proficiency with a skill</li> <li>- Students decide how to make models, design investigations, asking questions to investigate, etc. in science</li> </ul>	



**Suggested References and Resources**

- High School Mathematics Pathways: <https://schools.utah.gov/file/08a2d9be-d56d-4109-a1b7-0c88092eda38>
- Which Concurrent Enrollment Course Is Right For You?:  
<https://schools.utah.gov/file/50f246e7-ff92-45be-af07-e60580a43001>
- Portrait of A Graduate: Communication, Portrait of A Graduate: Collaboration and Teamwork, and Portrait of A Graduate: Lifelong Learning and Personal Growth at <https://www.schools.utah.gov/portraitgraduate>
- Evidence-Based Practice: Belonging at  
[https://drive.google.com/file/d/1RlvqyH32yD8NihdyKBi7CFQdUJY4I-G/view?usp=drive\\_link](https://drive.google.com/file/d/1RlvqyH32yD8NihdyKBi7CFQdUJY4I-G/view?usp=drive_link)
- Evidence-Based Practice:Strong Classroom Cohesion at  
[https://drive.google.com/file/d/12uH7dLucDN33SMBINycBIVAFzVR0bLeo/view?usp=drive\\_link](https://drive.google.com/file/d/12uH7dLucDN33SMBINycBIVAFzVR0bLeo/view?usp=drive_link)
- Evidence-Based Practice: Emotional Intelligence at  
[https://drive.google.com/file/d/1h-PCyia4UPD7mhWvLZdFM6bm\\_W2sMR6T/view?usp=drive\\_link](https://drive.google.com/file/d/1h-PCyia4UPD7mhWvLZdFM6bm_W2sMR6T/view?usp=drive_link)

6. **Student Engagement and Equity**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>6d. Extracurricular Activities</p> <p><i>Students have the opportunity to participate in sports, clubs, and STEM activities that take place outside of regular school(instructional) hours.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>-Programming is connected to the school day curriculum.</li> <li>-The school offers extracurricular activities that are engaged in by <b>some (less than 50%)</b> of the students.</li> <li>-Some of the students participate in STEM competitions on-site/online STEM exhibits, and/or in state and national STEM forums.</li> </ul>	<ul style="list-style-type: none"> <li>-STEM experiences are directly connected in in-class learning.</li> <li>-The school offers extracurricular activities that are engaged in by <b>most (more than 50%)</b> of the students.</li> <li>- Students participate in STEM competitions on-site/online STEM exhibits, and/or in state and national STEM forums, such as Lego League/FLL, VEX Robotics, Chief Science Officer (CSO) programs, Math Olympiad,etc.</li> <li>- remove barriers to participation to increase chances of student participation (provide during lunch, fee waivers, appropriate clothing, supplies,etc)</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 6d highlighted.</p>	<ul style="list-style-type: none"> <li>-Course offerings for community education</li> <li>-Sign up opportunities for students</li> <li>-Fliers for Science or Engineering Fair</li> <li>-Meeting minutes between school-day and out-of-school day educators</li> <li>-Participant lists</li> <li>-List of available competitions and other extracurricular programs available to students</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-Evidence-Based Practice: Enrichment Programs at <a href="https://drive.google.com/file/d/1mpRCpEtsj9H56qpkJ-a2s5YnNsxED3M/view?usp=drive_link">https://drive.google.com/file/d/1mpRCpEtsj9H56qpkJ-a2s5YnNsxED3M/view?usp=drive_link</a></li> <li>-Research about impact of extra curricular activities at <a href="https://www.tandfonline.com/doi/full/10.1080/21548455.2017.1397298?scroll=top&amp;needAccess=true&amp;role=tab">https://www.tandfonline.com/doi/full/10.1080/21548455.2017.1397298?scroll=top&amp;needAccess=true&amp;role=tab</a></li> </ul>			

6. Student Engagement and Equity

6. Student Engagement and Equity				
Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>6e. Representative Population</p> <p><i>Programming maintains student population with a focus on reflecting a population representative of the community/area the school serves.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<p>-The school engages in outreach, support, and focus on underrepresented student populations.</p>	<ul style="list-style-type: none"> <li>- The school actively recruits student populations reflective of the diversity and gender of the local community, including for individual program opportunities within a school's offerings.</li> <li>- School population is fully representative of the diversity and gender of the local community.</li> <li>- extracurricular participation matches school/community demographics, including SpEd population</li> <li>-Advanced courses like gifted, AP, IB, concurrent enrollment are representative of the community demographics including SpEd</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p> <p><b>BOLDED evidence suggestions have been determined by reviewers to be required</b></p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 6e highlighted.</p>	<p><b>-School demographics AND community demographics</b></p> <p><b>-Participation demographics for a variety of student opportunities, such as clubs and courses.</b></p>	
<p><b>Suggested References and Resources</b></p>				

6. **Student Engagement and Equity**

6. Student Engagement and Equity				
Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p><b>6f. Student Autonomy</b></p> <p><i>Students have agency in and ownership of their learning. Students set goals for their learning and make choices about how to accomplish them.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Some lessons/activities required students to take initiative and be self-directed.</li> <li>- The majority of STEM lessons/activities require students to manage their own work and bring it to completion.</li> <li>-Students make meaningful choices about their learning (e.g. choosing a topic) experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Most (over 50%) lessons/activities required students to take initiative and be self-directed.</li> <li>- STEM lessons/activities require students to manage their own work and produce results.</li> <li>- Most (over 50%) teachers seek input from students about their personal interests to incorporate into lessons.</li> <li>- Students make choices that significantly shape their learning experiences (e.g., choose style of input/output).</li> <li>- Teachers allow students to lead the class when appropriate.</li> <li>-Students deciding how they demonstrate their knowledge</li> <li>- Instruction is designed from the student perspective (what are they thinking, what are they doing)</li> <li>-<i>Secondary Schools:</i> Students are given access to mathematical tools and given choice in what to use and when to use them (calculators, manipulatives, rulers, software, etc.)</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to</p>	<ul style="list-style-type: none"> <li>-Lesson plans with explicit opportunity for student self-direction</li> <li>-STEM lessons with identified opportunities for student self-management, including time and resources</li> </ul>	

		Element 6f highlighted.	<ul style="list-style-type: none"> <li>-Examples of student choice in lessons/learning activities</li> <li>-Teachers asking students for input on lesson development</li> <li>-Lessons designed with specific student interest in mind</li> <li>-Students teaching a portion of class/lesson/activity</li> <li>- Secondary</li> </ul>
<b>Suggested References and Resources</b>	<ul style="list-style-type: none"> <li>- Portrait of A Graduate: Communication, Portrait of A Graduate: Honesty, Integrity, and Responsibility, and Portrait of A Graduate: Lifelong Learning and Personal Growth at <a href="https://www.schools.utah.gov/portraitgraduate">https://www.schools.utah.gov/portraitgraduate</a></li> <li>-USBE PCBL framework at <a href="https://schools.utah.gov/file/b968b87d-7021-4d1d-a1ac-28636c0b720d">https://schools.utah.gov/file/b968b87d-7021-4d1d-a1ac-28636c0b720d</a></li> <li>-All Evidence based practices, found at <a href="https://drive.google.com/drive/folders/1mfo1o-X3SOCdCqGmOvGRQShZSulQIDtC?usp=drive_link">https://drive.google.com/drive/folders/1mfo1o-X3SOCdCqGmOvGRQShZSulQIDtC?usp=drive_link</a></li> </ul>		

## 6. Student Engagement and Equity

6. Student Engagement and Equity				
Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>6g. Students Reflect on Their Learning</p> <p><i>Students reflect on the strengths and weaknesses of their learning approaches and ways they can improve them; students accept changes.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Most(over 50%) classes employ the use of self-assessment for students to reflect on their learning specific to content and skills for each unit/problem solving learning project.</li> <li>- Students identify and document strengths and weaknesses at least twice a year in collaboration with faculty.</li> </ul>	<ul style="list-style-type: none"> <li>- All classes employ the use of self-assessment for students to reflect on their learning specific to content and skills for each unit/problem-solving learning project.</li> <li>- Students identify and document strengths and weaknesses more than four times per year in collaboration with faculty.</li> <li>- School maintains a portfolio of student reflections to inform students’ continued self-assessment over the course of their school career.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 6g highlighted.</p>	<ul style="list-style-type: none"> <li>-Examples of self-assessment, including rubrics</li> <li>-Examples of student identified strengths and weaknesses</li> <li>-Parent/ teacher/ student meeting notes</li> <li>-Student portfolios</li> <li>-Provide examples of student metacognition work, for example: formative assessments, revised models , changes in explanations, reflection (using their own work) to describe how their learning grew throughout a lesson, etc.</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>-Evidence-Based Practice: Metacognition at <a href="https://drive.google.com/file/d/18SjF6nWvspr7-u_jC6C3mXxUMUnpiKe/view?usp=drive_link">https://drive.google.com/file/d/18SjF6nWvspr7-u_jC6C3mXxUMUnpiKe/view?usp=drive_link</a></li> <li>-Evidence-Based Practice:Self-Reported Grades at <a href="https://drive.google.com/file/d/19vR1EJQ5E56YxoHIC6HGO68v-qAReTUw/view?usp=drive_link">https://drive.google.com/file/d/19vR1EJQ5E56YxoHIC6HGO68v-qAReTUw/view?usp=drive_link</a></li> <li>-Evidence-Based Practice:Formative Assessment Process at <a href="https://drive.google.com/file/d/1Dho8ug_UgfYYLHmsy0TEGWpSczujQv-L/view?usp=drive_link">https://drive.google.com/file/d/1Dho8ug_UgfYYLHmsy0TEGWpSczujQv-L/view?usp=drive_link</a></li> </ul>			

## 7. Community

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>7a. Family Involvement <i>Families are aware of/participate in student activity and achievement.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Staff members keep students' parents/guardians up to date about classroom instruction and their student's learning</li> <li>- Some teachers use technology to regularly communicate student progress to parents/guardians.</li> <li>- Opportunities exist for parents to be involved in presentations and/or assisting in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff members keep students' parents/guardians up to date about classroom instruction and their student's learning and seek structured feedback.</li> <li>- All teachers use technology to regularly communicate student progress to parents/guardians.</li> <li>- The school actively engages in strategies to increase parent engagement.</li> <li>- home science/STEM activities</li> <li>- career nights</li> <li>- “Demonstration of Learning” family nights</li> <li>- <i>Secondary Schools:</i> Apprentice opportunities</li> </ul>
<p><b>Suggested Evidence</b> The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 7a highlighted.</p>	<ul style="list-style-type: none"> <li>-emails/notes home about classroom practices</li> <li>-Parent sign-ups for classroom activities</li> <li>-Parent night schedules</li> <li>-Parent-teacher conference schedules</li> <li>-Pictures from family math/Science/STEM nights</li> <li>-Performance assessments that include community audiences</li> </ul>	

**Suggested References and Resources**

-Evidence-Based Practice: Belonging at

[https://drive.google.com/file/d/1RlvqyH32yD8NihdyKBi7CFQdUUhJY4l-G/view?usp=drive\\_link](https://drive.google.com/file/d/1RlvqyH32yD8NihdyKBi7CFQdUUhJY4l-G/view?usp=drive_link)



7. Community

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>7b. Service Learning</p> <p><i>Students participate in service learning or volunteer activities to give back to partners in the community.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Students engage in service-learning opportunities that are aligned with school curriculum and instruction at least once per year.</li> </ul>	<ul style="list-style-type: none"> <li>- Students and some partners engage in service learning opportunities that are aligned with school curriculum and instruction multiple times per year.</li> <li>- Student leadership is evidenced in the planning and implementation of service learning.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 7b highlighted.</p>	<ul style="list-style-type: none"> <li>-Examples of student learning activities</li> <li>-Student leadership input on service learning opportunities</li> <li>-STEM-related service learning opportunities</li> <li>-Student service learning logs/plans</li> <li>-Document tying particular service learning opportunities to core curriculum standards</li> <li>Students provide peer tutoring.</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>- Portrait of A Graduate: Service and Portrait of A Graduate: Respect at <a href="https://www.schools.utah.gov/portraitgraduate">https://www.schools.utah.gov/portraitgraduate</a></li> <li>-Evidence-Based Practice: Belonging at <a href="https://drive.google.com/file/d/1RlvqyH32vD8NihdyKBi7CFQtUhJY4l-G/view?usp=drive_link">https://drive.google.com/file/d/1RlvqyH32vD8NihdyKBi7CFQtUhJY4l-G/view?usp=drive_link</a></li> </ul>			

**7. Community**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>7c. School Establishes and Maintains Community Presence</p> <p><i>School actively engages the community and participates in community involvement activities.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- The facility is open to students before and after school hours to help build the school community and provide opportunities to continue academic work.</li> <li>- School supports community-based events with facilities.</li> <li>- STEM teams communicate frequently and consistently with the community.</li> </ul>	<ul style="list-style-type: none"> <li>- The school works with community organizations to support community initiatives (e.g., staff and students volunteer, school and community organizations work together for a common cause).</li> <li>- Opportunities exist to showcase student work through community events via on-site or online exhibitions.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 7c highlighted.</p>	<ul style="list-style-type: none"> <li>-School building schedule</li> <li>-Tutoring hours</li> <li>-Community event calendar</li> <li>-STEM community events</li> <li>-Student work displayed off-site</li> <li>-Display cases of student work</li> </ul>	

<b>Suggested References and Resources</b>	
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8. **Facilities**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>8a. Technology Use</p> <p><i>Students use technology as intended for learning purposes, as allowed by school funding limitations.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- The teacher uses current and emerging technologies in the instruction of most classes.</li> <li>- Teachers teach students specific skills using a range of technologies</li> <li>- Products of technology tools used by students are visible throughout the school through several grade levels.</li> <li>- Teachers and students receive ongoing access and occasional opportunities to expand their proficiency in technology</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher uses current and emerging technologies in the instruction of ALL classes.</li> <li>- Products made with a variety of technologies by students are visible throughout the school through ALL grade levels.</li> <li>- Teachers and students receive ongoing access and opportunities to expand their proficiency in technology regularly</li> <li>- Teachers challenge students to identify and use the tools they need to solve problems</li> <li>- Technology is used to engage in global learning opportunities and communities that extend beyond the state of Utah.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning doc. with information pertaining to Element 8a highlighted.</p>	<ul style="list-style-type: none"> <li>- List of current technology available in classrooms</li> <li>-Lesson plans regarding teaching of a range of technologies</li> <li>-Professional development opportunities regarding use of new technologies</li> <li>-Evidence of intentional implementation of multiple technological tools, both digital and otherwise</li> <li>-Lessons that reach beyond Utah using technology</li> </ul>	
<p><b>Suggested References and Resources</b></p>	<ul style="list-style-type: none"> <li>- Portrait of A Graduate: Digital Literacy at <a href="https://www.schools.utah.gov/portraitgraduate">https://www.schools.utah.gov/portraitgraduate</a></li> <li>-Evidence-Based Practice: Feedback via Technology at <a href="https://drive.google.com/file/d/1A8icTwc_UWzQcAdZe9OZUIQcRvlsGKub/view?usp=drive_link">https://drive.google.com/file/d/1A8icTwc_UWzQcAdZe9OZUIQcRvlsGKub/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: FLipped Classrooms at <a href="https://drive.google.com/file/d/14mohy-Lv2nLJaAoklO4JGNEnLKSPyjYT/view?usp=drive_link">https://drive.google.com/file/d/14mohy-Lv2nLJaAoklO4JGNEnLKSPyjYT/view?usp=drive_link</a></li> <li>-Evidence-Based Practice: Microteaching/Video Review at <a href="https://drive.google.com/file/d/1OfNCXwMOB467B-W6WDiHt0LGcqYF5CpQ/view?usp=drive_link">https://drive.google.com/file/d/1OfNCXwMOB467B-W6WDiHt0LGcqYF5CpQ/view?usp=drive_link</a></li> </ul>			

8. **Facilities**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>8b. Allocation for Physical Resources to Support STEM Learning for Students</p> <p><i>The allocation and use of resources and space are present to create flexible community learning environments to meet the needs of project-based learning.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Spaces are available for collaboration and project work.</li> <li>- Facilities have been adapted or designed for STEM learning.</li> <li>- Materials and equipment follow safety protocols.</li> </ul>	<ul style="list-style-type: none"> <li>- Spaces are available for collaboration and project work, and are regularly used by all students and teachers to facilitate learning.</li> <li>- Facilities reflect student design and input on use of the facilities.</li> </ul>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 8b highlighted.</p>	<ul style="list-style-type: none"> <li>-Pictures of students using a variety of learning spaces</li> <li>-Examples of STEM learning occurring throughout a variety of learning spaces</li> <li>-Examples of safety test</li> <li>-Lesson plans covering safety instruction</li> <li>Input from students regarding effective use of facility space</li> <li>calendar sharing planning of collaborative projects</li> </ul>	
<p><b>Suggested References and Resources</b></p>				

9. Strategic Alliances

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>9a. Partners Support Instruction and Provide Resources</p> <p><i>Partners from industry, institutes of higher education, career and technical centers, etc. participate in and/or support instruction to meet a variety of academic goals, which often includes connecting students with professionals.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Community members are actively engaged in the vision and work of the school (e.g. curriculum, co-teaching, field experiences).</li> <li>- The school actively seeks input from partners and integrates suggestions into school-wide strategies</li> <li>- Partners provide resources to support student learning outcomes.</li> </ul>	<p>-Partners help teachers understand what is expected of a student planning to enter a career in the partner’s field.</p> <p>-Business, community, and post-secondary partnerships are involved in all STEM classes at least once per school year to:</p> <ul style="list-style-type: none"> <li>- Develop lesson plans or problem-solving learning projects with teachers.</li> <li>- Provide professional learning.</li> <li>- Provide field experience or site-based learning opportunities.</li> </ul> <p>- Partners recruit other STEM partners to support the school with resources.</p>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 9a highlighted.</p>	<ul style="list-style-type: none"> <li>-Invitations to community members for input and meeting</li> <li>-Parent involvement in the classroom for instruction, career examples, etc.</li> <li>-Evidence of community partnerships being used to develop STEM lesson plans or problem solving projects</li> </ul>	

<b>Suggested References and Resources</b>	
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9. Strategic Alliances

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>9b. Partners Help Establish and Maintain Community Presence <i>Partners increase knowledge and visibility of the STEM school.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<p>- Partners attend and/or host community events to support the school or showcase student work</p>	<p>-Several business/community partners actively showcase student work in their business or elsewhere in the community, and/or support publicity around student STEM learning. (PTOs can be considered one partner) -Business partners engage in school-related functions with students.</p>
<p><b>Suggested Evidence</b> The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 9b highlighted.</p>	<p>-Student STEM work on display off-site -Community partners participating in school activities -Invites and/or pictures of community hosted events -Pictures of sponsor/partner logo</p>	
<p><b>Suggested References and Resources</b></p>				



9. Strategic Alliances

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>9c. Staff Establishes and Maintains Partnerships</p> <p><i>Staff creates and develops partnerships with organizations external to the school.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> <li>- Some staff members at this school create external partnerships with the school, such as with colleges, universities, businesses, or institutions.</li> <li>- Staff members work collaboratively with the school's external partners.</li> </ul>	<p>- Most staff members at this school create, support, and maintain external partnerships with the school, such as with colleges, universities, businesses, or institutions.</p>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 9c highlighted.</p>	<ul style="list-style-type: none"> <li>-List of teachers and partnerships outside of school</li> <li>-Meeting minutes</li> <li>-Products of community partnerships</li> </ul>	
<p><b>Suggested References and Resources</b></p>				

**10. Advancement and Sustainability**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
10a. Reflection on community strengths and weaknesses identified in the STEM Schools designation process	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.	-The document includes a plan to improve at least two STEM related weaknesses and two STEM related strengths to maintain.	- the plan includes at least two STEM related weaknesses to address and two STEM related strengths to maintain, with timelines for implementation.
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	No suggested evidence	Provide the school’s STEM planning document with information pertaining to Element 10a highlighted.	<p><b>-Plan with strengths and areas of improvement identified</b></p> <p>-Areas of improvement have clearly identified paths for development and assessment over a set amount of time</p>	
<p><b>Suggested References and Resources</b></p>				

10. **Advancement and Sustainability**

Element	Non-Existent – 0 points	Developing – 1 point	Existing – 2 points	Exemplary – 3 points <i>(In addition to all “Existing” indicators)</i>
<p>10b. Development of a Five-Year Plan addressing goals and benchmarks as well as plans for sustainability.</p> <p><i>The school has a five-year plan created by multiple stakeholders that includes evaluation of each of the criteria for a STEM school. Examination of weaknesses takes place for the purpose of continued improvement.</i></p> <p><i>The five-year plan addresses the following 3 criteria:</i></p> <p><i>1-Vision (where are you going)</i></p> <p><i>2- strengths and weaknesses</i></p> <p><i>3-Sustainability (how will the school maintain or improve efforts)</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<p>-The plan was created by multiple stakeholders.</p>	<p>- The plan was created by multiple stakeholders</p> <p>-The school plan includes plans for sustainability and improvement regardless of changes in leadership or staff with LEA support.</p>
<p><b>Suggested Evidence</b></p> <p>The pieces of evidence in this section are suggested respective to the point value assigned.</p>	<p>No suggested evidence</p>	<p>Provide the school’s STEM planning document with information pertaining to Element 10b highlighted.</p>	<p>-Plan with strengths and areas of improvement identified</p> <p>-Sustainability and improvement addressed in plan are NOT dependent on any current group of individuals</p> <p>-Identify the people/positions involved in the creation of five-year plan</p>	
<p><b>Suggested References and Resources</b></p>	<p>Knosters model at <a href="https://drive.google.com/file/d/1jWleI7Q3BjEmmKdP-5IFfN7kQAbg9Vib/view?usp=drive_link">https://drive.google.com/file/d/1jWleI7Q3BjEmmKdP-5IFfN7kQAbg9Vib/view?usp=drive_link</a></p>			