COBB COUNTY SCHOOL DISTRICT

SCIENCE•TECHNOLOGY•ENGINEERING•ARTS•MATHEMATICS

Cobb County School District STEAM Certification Criteria

1. Rigorous and Relevant STEAM Learning Culture		Exceeds	Meets	Does Not Meet/ Not Observed
1.1 School/program has a clearly established STEAM culture of learning that is evident throughout the school/program.	A clear vision and mission for STEAM culture can be seen and "felt" within the school. *(Examples: branded signage, displays, and themes)*			
1.2 Learners are provided unique STEAM-focused interdisciplinary projects/experiences aligned to math and/or science standards.	STEAM instruction integrates STEAM disciplines. Appropriate GSE for fine arts, math, **and/or** science are the focus of the learning. Additional content disciplines (ELA, social studies, technology, etc.) are integrated as applicable.			
	Arts integration include a blend of music, dance, theatre, and visual arts.			
	STEAM instruction aligns with Cobb County School District's literacy initiatives. *(Example: making literacy connections to other content areas)*			
1.3 School/program has developed proactive strategies to recruit and support engagement from students traditionally underrepresented in STEAM fields.	The school/program's STEAM instructional plan includes strategies to meet the needs of the demographics of the school, including underrepresented populations in STEAM fields. *(Examples: clubs, groups, learning tasks, etc. that promote awareness and provide access to STEAM professionals often under-represented in STEAM fields)*			
1.4 STEAM educators serve as facilitators who provide guidance and support of rigorous student-centered learning experiences.	Educators serve as a facilitator of learning.			
	Educators present learners with complex problems/projects requiring them to apply the knowledge and skills they have acquired.			
2. STEAM Learning Experiences and Outcomes		**Exceeds**	**Meets**	**Does Not Meet/ Not Observed**
2.1 Learners work independently and collaboratively in an inquiry-based learning environment that encourages finding creative solutions to authentic (real-world) and complex problems.	Learning integrates the 4Cs – Creativity, Communication, Collaboration, & Critical Thinking. Students continuously develop transferable skills.			
	Learners engage in investigative research **and/or** apply a consistent Engineering Design Process to develop solutions to real-world problems.			
	Students have the opportunity to participate in locally or externally sponsored STEAM-focused clubs, teams, & competitions. *(Examples: theater clubs, art club, extra-curricular arts contests, robotics teams; Science Olympiad, recycling clubs, gardening clubs, tech teams, math clubs, Science & Engineering Fair, STEAM clubs, regional technology competition, or other locally developed clubs, teams & competitions)*			

2.2 Learners make claims, collect evidence, analyze data, reflect, and communicate their findings using digital and non-digital resources.	Digital portfolios and/or written journals contain evidence of learners engaging in short and long-term investigative research projects.			
	Learners are producers and not merely consumers of technology. *(Examples: development of multi-media products, digital journals, BLOG posts, websites, coding and programming, robotics, augmented/virtual/mixed reality tools, Apps, digital probes to collect data, O365 tools, etc.)*			
	Learners are encouraged to self-assess (using rubrics, checklists, etc.) and reflect on their learning.			
3. Teacher Collaboration and Professional Learning		Exceeds	Meets	Does Not Meet/ Not Observed
3.1 STEAM educators and leaders meet on a recurring basis to plan, revise and improve learning experiences.	The school/program has a formal structure with dedicated interdisciplinary STEAM planning and collaboration time for all educators.			
	The school has evidence of ongoing interdisciplinary STEAM being implemented across courses and classrooms; STEAM learning is not limited to a single classroom/course.			
3.2 STEAM educators participate in ongoing STEAM-specific professional learning designed to improve content knowledge of STEAM disciplines and practices.	Teachers participate in ongoing STEAM focused professional learning opportunities.			
	Strategies from professional learning are implemented/integrated into classroom instruction.			
4. STEAM Community Engagement		Exceeds	Meets	Does Not Meet/ Not Observed
4.1 Multiple business, community, and post-secondary partnerships are on-going, intentionally connect to STEAM learning experiences, and promote awareness of STEAM careers.	Learners are provided with opportunities to share evidence of learning to stakeholders. *(Examples: presentations to stakeholders, virtual or in-person collaboration with STEAM experts, teachers provided training by partners and implemented in classroom)*			
	Multiple STEAM partners engage with learners on a regular basis to help connect learning to real-world examples in order to be workforce ready. *(Examples: career fairs, interviews, sponsorships, competition judging, internships, mentoring, field trips)*			
Comments:				

STEM/STEAM & INNOVATION