



# Cobb County School District STEM Certification Criteria

1. Rigorous and Relevant STEM Learning Culture		Exceeds	Meets	Does Not Meet/ Not Observed
1.1 School/program has a clearly established STEM culture of learning that is evident throughout the school/program.	A clear vision and mission for STEM culture can be seen and “felt” within the school. <i>(Examples: branded signage, displays, and themes)</i>			
1.2 Learners are provided unique STEM-focused interdisciplinary projects/experiences aligned to math and/or science standards.	STEM instruction integrates STEM disciplines. Appropriate GSE for math <b>and/or</b> science are the focus of the learning. Additional content disciplines (ELA, social studies, technology, fine arts, etc.) are integrated as applicable.			
	STEM instruction aligns with Cobb County School District’s literacy initiatives. <i>(Example: making literacy connections to other content areas)</i>			
1.3 School/program has developed proactive strategies to recruit and support engagement from students traditionally underrepresented in STEM fields.	The school/program’s STEM instructional plan includes strategies to meet the needs of the demographics of the school, including underrepresented populations in STEM fields.  <i>(Examples: clubs, groups, learning tasks, etc. that promote awareness and provide access to STEM professionals often under-represented in STEM fields)</i>			
1.4 STEM 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. STEM 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 <b>and/or</b> apply a consistent Engineering Design Process to develop solutions to real-world problems.			
	Students have the opportunity to participate in locally or externally sponsored STEM-focused clubs, teams, & competitions.  <i>(Examples: robotics teams; Science Olympiad, recycling clubs, gardening clubs, tech teams, math clubs, Science &amp; Engineering Fair, STEM club, regional technology competition, or other locally developed clubs, teams &amp; competitions)</i>			

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



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