



STEAM Cobb Instructional Indicators

1. Rigorous and Relevant STEAM Learning Culture		Very Evident	Evident	Somewhat Evident	Not Observed
1.1 School/program has clearly established STEAM culture of learning that is evident throughout the school/program.	Clear shared vision and mission for STEAM culture	4	3	2	1
	STEAM culture can be heard, seen, and felt within the school. STEAM program is branded through public displays (photographs, video clips, and student work samples) highlighting the engineering, design, and/or creative process.	4	3	2	1
1.2 Learners are intentionally provided STEAM focused interdisciplinary experiences integrated with relevant fine arts, math and/or science GSE.	STEAM instruction integrates multiple STEAM disciplines. Relevant GSE for fine arts, math, and/or science are the focus of the learning. Fine Arts include music, dance, theatre, and visual arts. Arts vocabulary, standards/strategies are routinely integrated into STEAM instruction.	4	3	2	1
1.3 School/program engages in proactive strategies to recruit and support engagement from students traditionally under-represented in STEM/Fine Arts related fields.	Evidence of clubs, groups, learning tasks, etc. that promote awareness and provide access to STEM/Fine Arts professionals often under-represented in STEM/Fine Arts fields.	4	3	2	1
	Program Only Schools – Participation in STEAM program is representative of the demographic population of the school.	4	3	2	1
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.	4	3	2	1
	Learners are confronted with complex problems/projects which require them to think in divergent ways and apply the knowledge and skills they have acquired.	4	3	2	1
2. STEAM Learning Experiences and Outcomes		Very Evident	Evident	Somewhat Evident	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 using the engineering design/creative process.	Learning integrates the 4Cs – Creativity, Communication, Collaboration, Critical Thinking as well as developing soft skills and teamwork.	4	3	2	1
	Learners engage in investigative research and/or apply the Engineering Design/Creative Process to develop solutions to real-world problems.	4	3	2	1
	Students have opportunity to participate in: Robotics teams; Science Olympiad, Science & Engineering Fair; Regional Technology Competition; Fine Arts Clubs; or other locally developed clubs, teams & competitions (These are examples, not required list.)	4	3	2	1

2.2 Learners conduct investigative research to make claims, collect evidence, analyze data and communicate their findings using digital and non-digital resources.	Digital portfolios and written journals reflect evidence of student thinking (Claims, Evidence, and Reasoning) and attempts to make sense of data collected.	4	3	2	1
	Learners are producers and not merely consumers of technology through development in digital spaces.	4	3	2	1
	Learners encouraged to self-assess (using rubrics, checklists, etc.) and reflect on their learning.	4	3	2	1
3. Teacher Collaboration and Professional Learning		Very Evident	Evident	Somewhat Evident	Not Observed
3.1 STEAM educators, including fine arts specialists, and leaders meet on a regular and frequent basis to plan, revise and improve learning experiences.	Formal structure with dedicated STEAM planning and collaboration time for all STEAM educators to regularly plan integrated lessons, share/co-create STEAM activities, and plan learning outcomes.	4	3	2	1
	Evidence of STEAM PBLs being implemented across courses and classrooms; STEAM learning isn't limited to a single classroom/course.	4	3	2	1
3.2 STEAM educators and leaders participate in ongoing STEAM-specific professional learning designed to improve content knowledge of STEM/STEAM disciplines and practices.	List of STEAM focused professional learning opportunities and educators who have participated	4	3	2	1
	Evidence of strategies learned in professional learning implemented/ integrated into classroom instruction	4	3	2	1
4. STEAM Community Engagement		Very Evident	Evident	Somewhat Evident	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/Fine Arts related careers.	Partners participate in learning in person or virtually through career fairs, interviews, sponsors, judges, mentoring, and students share evidence of learning from STEAM PBLs in other ways.	4	3	2	1
	Learners have multiple formal, age-appropriate opportunities to engage with STEM/Fine Arts practitioners, community experts and/or other STEM/Fine Arts partners to help them connect new learning with real-world examples and workforce readiness.	4	3	2	1
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