Summary: Proposed Idaho-Specific Standards for STEM School Designation

In 2017, the Idaho legislature established a method for a school (or a program within a school) to be recognized with a STEM designation. To earn that designation, a school/program must apply for a formal review to determine if they have met the expectations established by the State Board of Education and the STEM Action Center. While Idaho Code provides a general outline of the minimum criteria that must be considered as part of the review, the development and approval of specific standards and processes was left to the STEM AC and State Board of Education. (See Attachment 2)

Initially in 2018, a committee of Idaho educators (led by the STEM AC) were working on developing these standards. Early in that process, Cognia (then AdvancED) was recognized as having a review method and standards already in place that were acceptably aligned. As such, the committee recommended standards based on Cognia's own STEM review process to the State Board of Education, which approved them as Idaho's official Standards for STEM School Designation. Since then, Idaho schools have applied exclusively to Cognia for review. A successful review results in recommendation from the STEM AC to the State Board for approval and awarding of the designation.

Since the initial approval of the Standards for STEM School Designation, Cognia has made multiple revisions to their STEM standards. These changes have also influenced the specific criteria considered during their review process. In attempt to maintain alignment between the Cognia review process and the approved Standards for STEM School Designation, the STEM AC has sent amended standards (based on Cognia's changes) to the State Board for approval—most recently in August of 2020 (See Attachment 3). However, effective July of 2022, the STEM standards and review process used by Cognia have undergone yet another revision. This means that the Standards for STEM School Designation that are currently approved by the Idaho State Board of Education no longer match the standards being used in Cognia's reviews of STEM schools.

Since the current State Board-approved Standards for STEM School Designation are out-of-date and require action anyway, the STEM AC saw reason to revisit their alignment with the legislative requirements. The Professional Learning Community (PLC) of Idaho STEM designated schools had expressed concern that the standards being used in Cognia reviews had gaps in alignment with the requirements laid out in Idaho Code. Additionally, they conveyed that the frequent revisions of Cognia's STEM standards (and subsequent amendments of the State Board-approved standards) made it difficult to have a consistent target to aim for when developing their programs. As such, since Fall 2022, the STEM AC has collaborated with administrators from the STEM School PLC to develop a new set of Idaho-specific STEM designation standards that are explicitly aligned to the expectations laid out in Idaho Code § 33-4701. (See Attachment 1*)

When compared with the most up-to-date version of the Cognia STEM standards, the proposed Idaho Standards for STEM School Designation are far better aligned to statutory requirements for the review (See Attachment 4). Alignment with Idaho Code and a consistent target for schools striving to achieve designation are of paramount importance. Thus, the STEM AC has brought the proposed standards before you, seeking a recommendation to send them to the State Board of Education for final approval.

NOTE: This working group is also drafting an Idaho-specific review process that aligns with the new proposed standards, more closely matches up with the Danielson Framework for Teaching (Idaho's official educator evaluation model), and will allow for substantially lower-costs in the review process. A DRAFT of the rubric to be used in this review is attached for informational purposes only (See Attachment 5). This new review process is intended to provide an Idaho-based option to schools, but would not preclude other review processes (such as Cognia) from satisfying the requirements if they can demonstrate current full-alignment with the Idaho Standards for STEM Designation that are based on our legislative charge.

* Action Item

ATTACHMENT 1

Idaho Standards for STEM School Designation

An Idaho STEM designated program or school will demonstrate clear and convincing evidence of meeting the following standards in a consistent and systematic manner:

1) **STEM Learning:** Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process.

2) **STEM Instruction:** Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners.

3) **Professional Development:** Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.

4) **Community Engagement:** Staff members and leaders regularly engage families and community partners to foster a thriving STEM environment.

5) **Assessment:** Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment.

6) **College & Career Readiness:** Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities.

7) **Technology & Resources:** Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction.

8) **Knowledge Exchange:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.

9) **Fairness & Access:** Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas.

Idaho Statutes

Idaho Statutes are updated to the website July 1 following the legislative session.

TITLE 33
EDUCATION
CHAPTER 47
STEM SCHOOL DESIGNATION

33-4701. STEM SCHOOL DESIGNATION FOR PUBLIC SCHOOLS. (1) As used in this section:

(a) "STEM" means comprehensive science, technology, engineering and mathematics.

(b) "STEM instruction" means multidisciplinary science, technology, engineering and mathematics instruction.

(c) "STEM school designation" and "STEM program designation" mean the designations earned by meeting the criteria as established in this section.

(d) "STEM program" means a course of study, institute or academy within a school that is multigrade and multidiscipline consisting of STEM instruction.

(2) The state board of education shall award STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the state board of education in collaboration with the STEM action center.

(3) To be eligible to apply for a STEM designation, the school must meet the standards and application requirements established by the state board of education and the STEM action center, including the following:

(a) Be a current public school in Idaho that serves students in kindergarten through grade 12, or a subset of grades between kindergarten and grade 12;

(b) Apply to the STEM action center for a STEM school designation review to include evaluation of the following:

(i) STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process;

(ii) College and career exposure, exploration and advising;

(iii) Relevant professional learning opportunities for staff;

(iv) Community and family involvement;

(v) Integration of technology and physical resources to support STEM instruction;

(vi) Collaboration with institutions of higher education and industry;

(vii) Capacity to capture and share knowledge for best practices and innovative professional development with the STEM action center; and

(viii) Support of nontraditional and historically underserved student populations in STEM program areas.

(c) Adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-STEM courses and practices and how lessons learned

are shared with other schools within the district and throughout the state.

(4) The STEM action center board shall make recommendations annually to the state board of education for the award of a STEM school designation.

(5) STEM designations shall be valid for a term of five (5) school years. At the end of each designation term, a school may apply to renew its STEM designation. Schools may apply to expand a STEM program designation to a STEM school designation, in alignment with established deadlines, at any time during the term of the STEM program designation.

(6) The STEM action center and the state board of education shall provide a report to the legislature annually on the implementation of this chapter.

(7) The state board of education may promulgate rules for the administration and implementation of this chapter.

History:

[33-4701, added 2017, ch. 69, sec. 2, p. 168.]

How current is this law?

Update STEM K-12 STEM Designation Standards

STEM Community

Standard 1 - School/program provides equitable opportunities for students to engage in high quality STEM learning.
Standard 2 - STEM educators collaborate to develop, implement, and improve high quality STEM learning activities.
Standard 3 - School/program engages diverse STEM community in order to support and sustain STEM programs and initiatives.
Standard 4 - School/program has established a shared vision for STEM and has leadership structures to support effective implementation.

STEM Learning Culture

Standard 5 - Leaders ensure that all stakeholders have ongoing opportunities to access information and learn about STEM implementation.
Standard 6 - Educators and leaders participate in an ongoing system of STEM-specific professional learning.
Standard 7 - Students engage collaboratively in authentic inquiry during ongoing units of study.
Standard 8 - Students engage in self-directed STEM learning guided by educators who are effective facilitators of learning.

STEM Experiences

Standard 9 - School/program provides within-school and extra-curricular opportunities for students to extend STEM learning.
Standard 10 - Students demonstrate their learning through performance-based assessments and have opportunities to develop self-assessment and self-monitoring skills.
Standard 11 - STEM learning experiences integrate all STEM disciplines with an emphasis on processes and practices associated with STEM.
Standard 12 - School/program provides high quality STEM courses and curriculum aligned to recognized standards and organized into interdisciplinary frameworks.

STEM Outcomes

Standard 13 - Students demonstrate STEM content knowledge representative of STEM literacy outcomes that prepare them for the next level of learning and work.
Standard 14 - Students develop STEM skills and cross-cutting competencies that support workforce readiness.
Standard 15 - School/program engages in a continuous improvement process for STEM.
Standard 16 - School/program conducts evaluative activities to ensure the effectiveness of STEM implementation.

ATTACHMENT 4

Statutory Requirements vs. Updated Cognia STEM Standards & Proposed Idaho STEM Designation Standards

Designation Review Requirements from Idaho Code § 33-4701 *[3.b states "Apply to the STEM action center for a STEM school designation review to include evaluation of the following:"]*	**Alignment with Updated Cognia STEM School Designation Standards**	**Alignment with Proposed Idaho STEM School Designation Standards**
(3.b.i) STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process	Standard 1 – Learners engage in STEM learning experiences that integrate all STEM disciplines with an emphasis on processes and practices associated with STEM. Standard 6 – Learners engage collaboratively in authentic inquiry during ongoing units of study. Standard 7 – Learners engage in self-directed STEM learning guided by professional staff members who are effective facilitators of learning.	1) **STEM Learning:** Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process.
(3.b.ii) College and career exposure, exploration and advising	Standard 10 – Learners demonstrate STEM literacy outcomes that prepare them for the next level of learning and work.	6) **College & Career Readiness:** Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities.
(3.b.iii) Relevant professional learning opportunities for staff	Standard 3 – Professional staff members and leaders participate in an ongoing system of STEM-specific professional learning.	3) **Professional Development:** Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.

(3.b.iv) Community and family involvement	Standard 4 *(Partial)* – Leaders engage a diverse network of community partners and stakeholders in order to support and sustain STEM programs and initiatives. ***(Cognia standard's criteria does not address the family involvement requirement from Idaho Code).*** Standard 5 – Leaders ensure that all stakeholders have ongoing opportunities to access information and learn about STEM implementation.	4) **Community Engagement:** Staff members and leaders regularly engage families and community partners to foster a thriving STEM environment.
(3.b.v) Integration of technology and physical resources to support STEM instruction	**No Cognia standard that directly addresses this requirement from Idaho Code.**	7) **Technology & Resources:** Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction.
(3.b.vi) Collaboration with institutions of higher education and industry	Standard 4 – Leaders engage a diverse network of community partners and stakeholders in order to support and sustain STEM programs and initiatives.	4) **Community Engagement** *(Partial)***:** Staff members and leaders regularly engage families and community partners to foster a thriving STEM environment. 8) **Knowledge Exchange** *(Partial)***:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.
(3.b.vii) Capacity to capture and share knowledge for best practices and innovative professional development with the STEM action center	**No Cognia standard that directly addresses this requirement from Idaho Code.**	8) **Knowledge Exchange:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.

(3.b.viii) Support of nontraditional and historically underserved student populations in STEM program areas.	**No Cognia standard that directly addresses this requirement from Idaho Code.**	9) **Fairness & Access:** Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas.
(3.c) Adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state.	Standard 2 – Professional staff members implement high quality STEM courses and curriculum aligned to recognized standards and organized into interdisciplinary frameworks. Standard 8 *(Partial)* – Learners benefit from a formal structure of within-school and extracurricular opportunities to extend STEM learning.	2) **STEM Instruction:** Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners. 8) **Knowledge Exchange:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.
No direct alignment from Idaho Code *However, these standards represent established best-practice in STEM education & assessment (which aligns with legislative intent)*	Standard 9 – Learners demonstrate their learning through performance-based assessments and have opportunities to develop self-assessment and self-monitoring skills.	5) **Assessment:** Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment.
No direct alignment from Idaho Code	Standard 8 – Learners benefit from a formal structure of within-school ***and extracurricular opportunities to extend STEM learning***. *Concern about explicitly tying STEM School Designation approval to out-of-school and summer opportunities (especially in rural or isolated districts with limited resources)*	N/A

ATTACHMENT 5

Standard	1 - Rarely	2 - Occasionally	3 - Frequently	4 - Systematically
1- Learners actively engage in STEM instruction and curriculum that focuses on problem-solving, involves students in team-driven project-based learning, and incorporates the engineering design process.	Students rarely participate in STEM instruction or curriculum. Problem-solving is not emphasized, and traditional teaching methods are used. Students work individually on basic assignments without team collaboration. The engineering design process is not incorporated into the curriculum.	Students occasionally engage in STEM instruction and curriculum. Problem-solving is occasionally emphasized, but not consistently. Limited opportunities for team-driven project-based learning. The engineering design process is introduced but not fully integrated into the curriculum.	All students actively participate in frequent STEM instruction and engage with the STEM curriculum on a consistent basis. A strong emphasis is placed on problem-solving skills throughout the curriculum, fostering critical thinking and analytical abilities across multiple subjects. All students are provided with some opportunities to engage in team-driven project-based learning across multiple subjects. The engineering design process is incorporated into the curriculum at all levels, allowing all students to apply engineering principles and develop innovative solutions within their learning experiences.	Institution monitors and improves STEM instruction based on ongoing data analysis such as student surveys, curriculum analysis, and rubrics. All students actively and consistently (more than 2-3 times per week) engage in comprehensive STEM instruction and curriculum. Problem-solving is a central focus and integrated into various aspects of the curriculum at all levels and across all subject areas. All students consistently collaborate in team-driven project-based learning units across grade levels and across all subject areas. The engineering design process is fully incorporated into the curriculum, and all students apply it in real-world contexts.
	Artifacts/Evidence may include, but are not limited to: • NGSS standards and the Framework for K-12 Science Education are evident in lesson planning and instructional practices. • Learners are actively involved in problem solving, collaboration, understanding and using the engineering design process. • Tangible evidence of such as Projects, Reports, Portfolios detailing step-by-step process of solving a problem as a team, including research, design iterations, testing and outcomes. • Compilation of portfolios which could include prototypes, journals, multimedia presentations, exhibits, workshop presentations.			
2- Staff members strategically integrate proven STEM best practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for students.	Staff members rarely integrate STEM best practices into other disciplines. STEM practices are not consistently used in teaching across different subjects. Few cross-curricular connections are made between STEM and other disciplines. The overall educational experience for students lacks enhancements from STEM integration.K-3	Staff members occasionally integrate STEM best practices into other disciplines. Some STEM practices are used in teaching across different subjects, but not consistently. Limited cross-curricular connections are made between STEM and other disciplines. The overall educational experience for students has some enhancements from STEM integration, but it is not fully realized.	Staff members actively and frequently integrate STEM best practices into many other disciplines. STEM practices are consistently utilized in teaching across various subjects, promoting the application of STEM principles and methodologies. Efforts are made to establish cross-curricular connections between STEM and other disciplines, although these connections may not be fully developed at present. The overall educational experience for students is enhanced through the integration of STEM, leading to noticeable improvements in interdisciplinary learning and a more holistic understanding of various subjects.	Institution monitors and improves STEM integration based on ongoing data analysis such as staff surveys, observation, and evaluation. Staff members strategically integrate proven best practices from STEM into all disciplines at all levels consistently (more than two or three times a week). STEM practices are seamlessly integrated into teaching across all subjects. Strong cross-curricular connections are made between STEM and all other disciplines, promoting interdisciplinary learning. The overall educational experience for students is significantly enhanced by STEM integration, fostering understanding that leads to application of knowledge.
	Artifacts/Evidence may include, but are not limited to: • Systematic and school-wide cross-curricular STEM integration is evident in instructional planning documents. • Evidence of professional development centered around cross-curricular integration. • Learner portfolios, exhibitions, artifacts incorporate the integration of standards from multiple subjects. • Assessments include evidence of cross-curricular connections.			
3- Professional staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.	Professional staff members and leaders rarely participate in professional learning opportunities related to STEM education. Skills and knowledge enhancement in STEM education is not prioritized. Limited or no access to relevant professional learning opportunities. Lack of support for ongoing professional development in STEM education.	Professional staff members and leaders occasionally participate in professional learning opportunities related to STEM education. Some efforts are made to enhance skills and knowledge in STEM education, but not consistently. Access to relevant professional learning opportunities is sporadic. Support for ongoing professional development in STEM education is inconsistent.	All staff members and leaders actively and regularly participate in professional learning opportunities focused on STEM education. Consistent efforts are made to enhance skills and knowledge specifically in the field of STEM education. Adequate support is provided to facilitate ongoing personalized professional development in STEM education, enabling educators to stay updated with the latest practices and advancements in the field.	Institution monitors and improves professional development based on ongoing data analysis such as staff surveys and professional development feedback. All staff members and leaders actively and consistently (multiple times throughout each year) engage in relevant professional learning opportunities related to STEM education. Continuous efforts are made to enhance STEM skills and knowledge for all staff. Strong support is provided for ongoing personalized professional development in STEM education, including resource utilization, mentorship, and opportunities for collaboration.

ATTACHMENT 5

Standard	1 - Rarely	2 - Occasionally	3 - Frequently	4 - Systematically
	Artifacts/Evidence may include, but are not limited to: • Professional development focuses on STEM pedagogy, curriculum development, and cross-curricular integrations of standards. • Participating in STEM Conferences to stay current with research and STEM instructional best practices. • Evidence of PLC teams working collaboratively to design interdisciplinary STEM curriculum units. • Guest Speakers, University Partnerships, Teacher Externships are evident. • Grant Writing focuses on STEM education and best instructional practices.			
4- The school/program regularly engages families and community partners to foster a thriving STEM environment.	The school/program rarely engages community partners and families Limited efforts are made to involve community partners and families in STEM-related activities. Minimal collaboration or partnerships with external organizations or individuals. Little to no involvement of families in STEM initiatives or events.	The school/program occasionally engages community partners and families Some efforts are made to involve community partners and families in STEM-related activities, but not consistently or only in limited circles Occasional collaboration or partnerships with external organizations or individuals or only by a few individuals Limited involvement of families in STEM initiatives or events.	The school/program actively and regularly involves community partners and families in fostering a thriving STEM environment. Efforts are consistently made to engage community partners and families in various STEM-related activities, promoting collaboration and shared learning. Collaborative partnerships with external organizations or individuals are intentionally established and nurtured to strengthen the school's STEM initiatives. Support and resources are regularly provided to families. Families are encouraged to actively participate in STEM initiatives or events. Institution monitors and improves community engagement based on regular data analysis such as parent surveys, event feedback, advisory board input, and more.	The school/program actively and consistently (multiple times throughout each year) engages community partners and families in fostering a thriving STEM environment. Strong and meaningful collaborations and partnerships with external organizations and individuals are well established at all grade levels Families are actively involved in STEM-related activities, initiatives, and events on a consistent basis. Robust support and resources are consistently provided to families, fostering a strong connection between the school/program and the wider community. Institution monitors and improves community engagement based on ongoing data analysis such as parent surveys, event feedback, advisory board input, and more.
	Artifacts/Evidence may include, but are not limited to: • School/Program STEM Family Events • STEM-focused Career Fairs • Family involvement opportunities in community/school/classroom activities, events, clubs. • Community STEM Impact Reports detailing family and community engagement. • Examples of mentorship programs partnering students with community experts. • Workshops for families and community members. • Resources posted digitally which encourage family engagement around STEM opportunities and experiences.			
5- Learners showcase their acquired knowledge and skills through performance-based and self assessments, which not only measure their understanding, but also emphasize the application and practicality of what they have learned.	Learners rarely have opportunities to showcase their acquired knowledge and skills. Assessment methods primarily focus on traditional tests or quizzes. Little emphasis on practical application or real-world relevance of what is learned. Limited self-assessment opportunities for students to reflect on their understanding.	Learners occasionally have opportunities to showcase their acquired knowledge and skills. Some performance-based assessments are used alongside traditional tests or quizzes. Limited emphasis on practical application or real-world relevance of what is learned. Infrequent self-assessment opportunities for students to reflect on their understanding.	All learners have regular opportunities to demonstrate their acquired knowledge and skills. Performance-based assessments are effectively integrated into the overall assessment methods. There is a regular emphasis on the practical application and real-world relevance of the content across grade levels and subject areas Occasional self-assessment opportunities are provided for all students to reflect on their understanding and progress.	All learners are provided with multiple opportunities throughout the year to actively and consistently showcase their acquired knowledge and skills. Performance-based assessments serve as the primary method for evaluating understanding, ensuring a comprehensive assessment of student progress. There is a strong and consistent emphasis on the practical application and real-world relevance of the knowledge and skills acquired across grade levels and all subject areas, All students are given frequent self-assessment opportunities multiple times per grading period, allowing them to reflect on their understanding and monitor their growth.

ATTACHMENT 5

Standard	1 - Rarely	2 - Occasionally	3 - Frequently	4 - Systematically
	Artifacts/Evidence may include, but are not limited to: • Performance-based evaluations encompassing diverse subjects and grade levels. • Collaboratively conducted integrated assessments by multiple teachers. • Compilation of portfolios. • Assessments centered on projects. • Learning demonstration through student-choice boards. • Self-assessments completed by students. • Indications of schoolwide utilization of dynamic assessments. • Implementation of nontraditional formative and informal assessments.			
6- Learners engage in comprehensive college and career exposure, exploration, and advising opportunities.	Learners have limited exposure to college and career opportunities. Exploration and advising opportunities are rare or nonexistent. Minimal resources or guidance for learners to explore college and career options. Limited support in developing college and career goals.	Learners have some exposure to college and career opportunities. Occasional exploration and advising opportunities are provided. Limited resources or guidance for learners to explore college and career options. Some support in developing college and career goals, but it may not be consistently available.	All learners regularly participate in comprehensive college and career exposure, exploration, and advising opportunities. Multiple avenues, such as guest speakers, college fairs, or career workshops, are provided to learners for exploring college and career options. Adequate resources and guidance are readily available to support all learners in their college and career exploration journey. Support is provided to all learners, appropriate to grade level, in developing their college and career goals, with access to advisors or counselors who can provide assistance and guidance.	All learners have ongoing opportunities throughout the year to engage in comprehensive college and career exposure, exploration, and advising. A wide range of diverse opportunities, such as internships, job shadows, guest speakers, college visits, and mentorship programs, are provided to all learners. Abundant resources and guidance are readily available for all learners to explore various college and career options. There is a strong support system in place to assist all learners, appropriate to grade level, in developing their college and career goals, including personalized advising and ongoing support from counselors or mentors.
	Artifacts/Evidence may include, but are not limited to: • Documentation of the school's college and career exploration tool. • Records of student participation in career exploration, including materials and creations. • Prerequisite documents for mentorships, apprenticeships, internships, or externships. • STEM/STEAM-focused activities. • Instructional materials aligning standards with real-world professions. • Mentorship opportunities by grade, with student involvement records. • Grade-specific job shadowing with participation data. • Internship opportunities by grade, with student participation stats. • Data on school-coordinated college and industry visits. • Compilation of career-related activities, with an emphasis on STEM/STEAM.			
7- The school/program actively integrates technology and physical resources to support and enhance STEM instruction.	The school/program rarely integrates technology and physical resources to support and enhance STEM instruction. Limited access to technology tools or resources in STEM classrooms. Minimal utilization of physical resources to enhance hands-on learning experiences. Little emphasis on incorporating technology into STEM instruction.	The school/program rarely integrates technology and physical resources to support and enhance STEM instruction. Limited access to technology tools or resources in STEM classrooms. Minimal utilization of physical resources to enhance hands-on learning experiences. Little emphasis on incorporating technology into STEM instruction.	Adequate access to technology tools or resources is provided in STEM classrooms, ensuring that learners have the necessary tools for their educational needs. Physical resources are utilized to enhance hands-on learning experiences, enabling learners to engage in practical, experiential learning activities. Technology is consistently incorporated into STEM instruction with the deliberate purpose of supporting learning outcomes and promoting the achievement of educational goals.	Abundant access to a wide range of technology tools and resources, including up-to-date equipment and software, is available in all classrooms. Physical resources are extensively utilized across all subject areas and grade levels to create immersive hands-on learning experiences. There is a seamless integration of technology into instruction across all subject areas and grade levels.

ATTACHMENT 5

Standard	1 - Rarely	2 - Occasionally	3 - Frequently	4 - Systematically
	Artifacts/Evidence may include, but are not limited to: • 3D Printers • Robotics Kits • Coding Platforms • AR and VR Applications • Microcontrollers and Microcomputers • Online Simulation Tools • Data Logging Equipment • Collaborative Tools • CAD Software • Online Learning Platforms • Interactive Whiteboards • Online Research Databases • Simulator Software • GIS Software • Online Collaboration Platforms			
8 - The school/program provides knowledge of best practices and innovative professional development with the STEM community by engaging in effective methods and sharing positive outcomes in partnership with the Idaho STEM Action Center.	The school/program rarely shares knowledge of best practices and innovative professional development with the STEM community. Limited or no partnership with the Idaho STEM Action Center for sharing effective methods and positive outcomes. Minimal efforts to disseminate successful strategies or outcomes to the wider STEM community. Limited involvement in collaborative professional development initiatives.	The school/program occasionally shares knowledge of best practices and innovative professional development with the STEM community. Some partnership with the Idaho STEM Action Center for sharing effective methods and positive outcomes. Occasional efforts to disseminate successful strategies or outcomes to the wider STEM community. Some involvement in collaborative professional development initiatives.	The school/program actively and consistently shares knowledge of best practices and innovative professional development with the STEM community. A strong collaborative partnership with the Idaho STEM Action Center serves as a platform for sharing effective methods and highlighting positive outcomes. There are active efforts to disseminate successful strategies or outcomes to the wider STEM community through various means. The school/program actively engages in collaborative professional development initiatives, contributing to the growth and advancement of the STEM community through active participation.	The school/program demonstrates an active and consistent commitment to sharing knowledge of best practices and innovative professional development within the STEM community, as evident from its proactive dissemination efforts. A notable indicator of this is its strong and collaborative partnership with the Idaho STEM Action Center, which serves as a platform for sharing effective methods and showcasing positive outcomes. Additionally, the school/program takes proactive steps to disseminate successful strategies or outcomes to the wider STEM community through diverse platforms, including conferences, workshops, and publications. Furthermore, it assumes a leadership role in collaborative professional development initiatives, making significant contributions to the growth and advancement of the STEM community.
	Artifacts/Evidence may include, but are not limited to: • Evidence of collaboration with Idaho STEM Action Center • Participation in iStem, Educurious and other STEM professional orgarnizations. • The school's yearly professional development strategy. • Agendas from professional development sessions centered on STEM education. • Participation records of educators in professional development. • Tailored or individualized professional learning plans. • Proof of presentation at a conference. • Integration of professional development through in-job training or mentors. • Records of group studies of educational literature and staff involvement. • Instances of peer evaluations. • Employing video coaching techniques.			

ATTACHMENT 5

Standard	1 - Rarely	2 - Occasionally	3 - Frequently	4 - Systematically
9- The school/program actively supports all students, including nontraditional and historically underserved student populations in STEM program areas.		The school/program provides some support to nontraditional and historically underserved student populations in STEM program areas. Efforts are made to address some of the needs and challenges faced by these student populations, but it may not be consistent or comprehensive. Some resources or programs are available to support their participation and success in STEM. Occasional outreach or initiatives to engage and retain nontraditional and historically underserved students in STEM are implemented.	The school/program actively and consistently supports nontraditional and historically underserved student populations in STEM program areas. Efforts are consistently made to address the specific needs and challenges faced by these student populations, ensuring equitable opportunities for their success in STEM. Resources and programs are available to support their participation and achievement in STEM, although the level of accessibility and effectiveness may vary. Ongoing outreach and initiatives are implemented to actively engage and retain nontraditional and historically underserved students in STEM, fostering an inclusive and supportive learning environment.	The school/program demonstrates an active and consistent commitment to supporting all students, including nontraditional and historically underserved student populations, in STEM program areas. Comprehensive efforts are made to identify and address the specific needs and challenges faced by these student populations, ensuring equitable opportunities for their success in STEM. Abundant and tailored resources and programs are available to provide the necessary support for their active participation and achievement in STEM. Proactive outreach and initiatives are implemented to actively engage, retain, and empower nontraditional and historically underserved students in STEM, fostering an inclusive and equitable learning environment that promotes their growth and success.
	Artifacts/Evidence may include, but are not limited to: • Records of student engagement across diverse school initiatives. • Documentation of recruitment drives. • Records of student involvement in STEM pursuits outside regular school hours. • Documentation of students' engagement with career-oriented pathways.			