

Bibb County School District STEM/STEAM Continuum

Level 1 Exploratory: Starting Point	Level 2 Introductory: Developing	Level 3 Partial Immersion: Intermediate	Level 4 Full Immersion: Advanced
Traditional school day with STEM/STEAM focused extra-curricular opportunities for students	Traditional school day with STEM/STEAM experiences are in addition to the daily curriculum	Traditional school day with STEM/STEAM experience integrated into the daily curriculum in two or more core content areas.	Total school /program experience in which the vision and culture of STEM/STEAM is fully embedded into a cross-curricular Project/Problem-based learning approach across all content areas.

What does a STEM / STEAM School look like across the Continuum?

Level 1 Descriptors	Level 2 Descriptors	Level 3 Descriptors	Level 4 Descriptors
<ul style="list-style-type: none"> • STEM/STEAM has been defined as an area of priority by the Administration • STEM/STEAM vision created and posted throughout school • A school specific STEM/STEAM design process is adopted and implemented • Establishes a culture of STEM/STEAM focus • STEM/STEAM opportunities are offered outside of the regular school day (i.e. 21st Century program, STEM/STEAM clubs, science fair, technology fair, robotics team, drone team) with $\geq 10\%$ of school population participating in these activities. • Family Engagement and Community Involvement is limited (ex. STEM Night, Math Night, Science Night) • Extra-curricular teaching staff participate and implement professional learning strategies in STEM/STEAM content and pedagogy. • Teaching staff attend at least one (1) STEM/STEAM/Technology Conference 	<ul style="list-style-type: none"> • Meets Level 1 Descriptors • STEM/STEAM experiences are provided in addition to the traditional school-day curriculum (ex. STEM/STEAM Specials/Connections class, STEM/STEAM Challenges, STEM/STEAM Days) • STEM/STEAM extra-curricular opportunities incorporate $\geq 15\%$ of school population • STEM/STEAM is implemented in $\geq 25\%$ of classrooms (ES/MS) OR in one (1) content area (MS/HS) • Students produce a minimum of two (2) products using technology during classroom or extra-curricular STEM/STEAM opportunities (ex. Minecraft, Tinker Cad, iMovie) • Collaboration with one (1) or more business partners, mentors, community partners to develop/implement/complete at least one STEM/STEAM project • Administrators, instructional coach, and teaching staff participate in at least one (1) STEM or STEAM professional learning event and attend at least (1) STEM/STEAM/Technology Conference • $\geq 30\%$ of staff are working towards or have additional endorsements (ex. STEM endorsement, gifted, K-5 math or science, AP, IB) 	<ul style="list-style-type: none"> • Meets Level 2 Descriptors • Project/Problem Based Learning (PBL) includes a minimum of 2 core content areas (STEAM will require arts integration in addition) in three units • STEM/STEAM Integration aligns to current district CTAE pathways • STEM/STEAM extra-curricular opportunities incorporate $\geq 20\%$ school population • Two or more family engagement opportunities are offered (may include PBL showcases) • STEM/STEAM is implemented in 75% of grade levels (ES/MS) OR a STEM/STEAM cohort program has been established (MS/HS only). <u>Cohort selection is inclusive of all student groups.</u> • STEM/STEAM journal use is evident in participating classrooms • Collaboration with five or more business partners, mentors, community partners to develop/implement/complete at least three STEM/STEAM projects • Students produce a minimum of three (3) products using technology during PBL process • $\geq 45\%$ of staff are working towards or have additional endorsements (ex. STEM endorsement, gifted, K-5 math or science, AP, IB) 	<ul style="list-style-type: none"> • Meets Level 3 descriptors • Vision for STEM/STEAM is clearly defined and focused. Students and teachers can articulate this vision in their own words. • Whole school (ES/MS) or program approach (MS/HS) to STEM/STEAM education • Interdisciplinary learning and Project/Problem Based Learning (PBL) units are integrated across three (3) or more content areas and align to Georgia Standards of Excellence and CTAE pathway • STEM/STEAM journal use is evident across interdisciplinary and Project/Problem Based Learning (PBL) units • STEM/STEAM extra-curricular opportunities incorporate $\geq 25\%$ school population • Students produce a minimum of (5) products yearly and integrate technology within all unit PBLs • $\geq 60\%$ of staff are working towards or have additional endorsements (ex. STEM endorsement, gifted, K-5 math or science)