**STEM Self-Assessment and Reflection**

Prior to scheduling a STEM pre-visit, use this document, along with the STEM continuum, to reflect on your STEM journey and implementation. The guiding questions below will help determine areas to focus on prior to scheduling your pre-visit.

1. **Program Sustainability-** How many years has your school or program been working towards certification?
* STEM Certification is awarded to schools or programs with over two years of implementation to encourage program sustainability. Has STEM been implemented with fidelity for two or more years?
1. **STEM Vision and Culture-** Insert your school or program’s STEM vision:
* Is your driving purpose for implementing STEM specific to your local community?
* Are all students and teachers able to articulate why and how STEM is the school culture?
1. **STEM Students- *Program Certification Only-*** Insert data regarding STEM student demographics:
* The Georgia Department of Education believes that STEM is for and benefits all students. Do the participants in the STEM program reflection the school’s diversity? This includes but is not limited to: gender, race, ethnicity, economic status, etc.
1. **Business and Community Partnerships-** Describe your business, community, and post-secondary partnerships:
* Do you have multiple business, community, or post-secondary partnerships?
* Are the partnerships ongoing in nature? Do some partners support day-to-day standards-based instruction?
1. **Project-Based Learning-** Describe year-long Project/ Problem Based Learning units:
* Are PBLs authentic and relevant to your local community?
* Are PBLs student-led and driven by student research and inquiry?
* Do students present findings and ideas to individuals beyond the classroom?
1. **Daily Instruction-** Describe your school’s approach to daily instruction.
* Do teachers collaborate weekly to develop unique, locally-drive, interdisciplinary units that connect, at the minimum, Georgia Standards of Excellence for science and mathematics?
* Are educators developing unique and innovative units opposed to exclusively using online platforms or pre-created lessons?
1. **Student Documentation:** How are STEM journals used in your school or program?
* Does your school or program have an established protocol for STEM Journals?
* Do students collect data, create drawings, and utilize process based thinking in their STEM journals?
* Do students use one journal for, at a minimum, interdisciplinary math and science?
1. **Process-Based Thinking:** Describe the design process that has been adopted (Design Thinking, Engineering Design Process, or school-created).
* Is the design process used throughout the school? Do teachers embed GSE into the use of the process?
* Have guiding questions been developed for each step of the process?
* Is data collected as a part of the test/ improve sections?