

S²TEM SC Innovation Configuration Maps
Total Instructional Focus – Engaged Community

Standard: An engaged school and STEM community is a partnership of all school stakeholders including staff, students, parents and strategic alliances. Together, these partners embrace the school's STEM vision and share responsibility for the success of each student.

Total Instructional Focus – Engaged Community				
Sustaining	Fully Implementing	Refining and Expanding	Progressing	Getting Started
Desired Outcome 6.1: The STEM School engages the full community in developing its vision for STEM education.				
Embraces the school's vision for STEM education (live it, breathe it, own it)	Assigns team members purposeful roles	Involves full community as team members (leadership team, faculty, students, parents, business community)	Expands team to include other stakeholders (i.e., sampling of teachers and/or parents)	Identifies school leadership team
Shares responsibility for success for each student (full community)	Develops collective responsibilities			
Monitors total instructional focus to ensure the school's vision for STEM education remains at the forefront (school and STEM community)	Recognizes skills and knowledge students need for your community's economic productivity	Develops an understanding of research on effective STEM schools	Discusses vision for STEM education based on research	Engages in initial conversations focused on vision for STEM
	Analyzes, refines and revises school's vision and purpose for STEM education	Solicits input from strategic alliances in reference to the school's vision for STEM education Creates a shared vision and purpose		Selects direction to focus research

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Desired Outcome 6.2: STEM schools work in partnership with stakeholders to provide support and services to develop all students' capacity and confidence to meet the challenges of STEM.				
<p>Partners with business community to engage students who are underrepresented in STEM courses/programs</p> <p>Ensures student engagement as active partners in their own success (i.e., set goals, monitor progress and supporting students)</p> <p>Provides STEM challenge opportunities to nurture and further students' natural gifts and interests and abilities</p> <p>Ensures all students receive scaffolded support and intervention strategies as needed for success (mentoring, tutoring, counseling)</p>	<p>Involves students who are underrepresented in STEM courses/programs</p> <p>Analyzes and refines plans to engage students in their own learning (i.e., set goals, monitor progress and supporting students)</p> <p>Identifies potential partnerships with business community to support students as active partners in their own learning</p> <p>Plans for STEM challenge opportunities to nurture and further students' natural gifts and interests and abilities</p> <p>Uses all three intervention strategies (mentoring, counseling, and tutoring)</p>	<p>Develops a plan for involving students from underrepresented population in STEM courses/programs</p> <p>Implements plan to engage students in their own learning (i.e., set goals, monitor progress and supporting students)</p> <p>Identifies STEM challenge opportunities to nurture and further students' natural gifts and interests and abilities</p> <p>Implements intervention strategies by using a combination of mentoring, counseling, or tutoring</p>	<p>Recognizes the need to involve underrepresented students involved in specific STEM courses/programs</p> <p>Explores strategies for engaging students in their own learning</p> <p>Plans to engage students as active partners in their own success (i.e., setting goals, monitoring progress and supporting students)</p> <p>Provides counseling for students to meet the challenges of STEM</p> <p>Identifies mentoring and tutoring partners to support students</p> <p>Selects intervention strategies</p>	<p>Analyzes patterns and trends in STEM enrollment data</p> <p>Discusses the need for engaging students in their own learning</p> <p>Provides counseling for students</p>

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Desired Outcome 6.3: STEM schools employ multiple, ongoing and interactive modes of communication to keep parents informed of ways they can support their students' academic progress and encourage exploration, critical thinking and innovation.				
<p>Expects parents to be active partners in their children's education</p> <p>Sustains opportunities for parental engagement: (not limited to)</p> <ul style="list-style-type: none"> ◦ Specialized career expertise ◦ Hands-on classroom exploration ◦ Chaperoning field trips ◦ Tutoring <p>Engages parents in the development and refinement of opportunities for engagement</p> <p>Ensures communication between the leadership team and parents aligns with the school's vision for STEM, is consistent, and reflects relevant information about student progress and performance</p> <p>Ensures communication between parents and teachers aligns with school's vision for STEM, is ongoing, and reflects relevant information about student progress and performance</p> <p>Ensures that students are encouraged and supported in communicating with their parents about their progress and performance</p>	<p>Supports parents as active partners in their children's education</p> <p>Establishes multiple opportunities for parental engagement</p> <p>Plans to include parents in the development and refinement of opportunities for engagement</p> <p>Promotes communication between the leadership team and parents is consistent and reflects relevant information about student progress and performance</p> <p>Promotes communication between the teachers and parents is consistent and reflects relevant information about student progress and performance</p> <p>Implements processes and procedures for students to communicate with their parents such as student-led conferences, etc.</p>	<p>Includes parents as active partners in their children's education</p> <p>Provides some opportunities for parental engagement</p> <p>Provides relevant information about student progress and performance from leadership team to parents</p> <p>Provides relevant information about student progress and performance from teachers to parents</p> <p>Establishes processes and procedures for students to communicate with their parents such as student-led conferences, etc.</p>	<p>Invites parents to be partners in their children's education</p> <p>Creates an environment conducive for parental involvement</p> <p>Establishes processes and procedures of communication between the leadership team and parents</p> <p>Establishes processes and procedures of communication between the teachers and parents</p> <p>Recognizes the importance of communication between students and parents</p>	<p>Recognizes the importance of parents as partners in their children's education</p> <p>Explores potential opportunities for parental engagement</p> <p>Recognizes the importance of communication between leadership team and parents</p> <p>Recognizes the importance of communication between teachers and parents</p>

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Desired Outcome 6.4: STEM schools work to build strategic alliances with business, community organizations and institutions of higher education to enhance the objectives of the school.				
Sustains partnerships that enable students to apply knowledge and skills to real-world settings (job shadowing, internships, service projects)	Monitors partnerships that enable students to apply knowledge and skills to real-world settings (job shadowing, internships, service projects)	Establishes partnerships that enable students to apply knowledge and skills to real-world settings (job shadowing, internships, service projects)	Identifies partnerships that enable students to apply knowledge and skills to real-world settings (job shadowing, internships, service projects)	Recognizes the importance of building strategic alliances with business, community organizations and institutions of higher education
Sustains alliances that provide personnel resources for activities (mentoring, tutoring, counseling, co-teaching, financial support for scholarships, resource acquisition, grants, teacher incentives)	Monitors alliances that will provide personnel resources for activities	Establishes alliances that will provide personnel resources for activities	Identifies potential partnerships that will provide personnel resources for activities	Recognizes the importance of alliances that will provide personnel resources for activities

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