Readiness Assessment
Tennessee STEM School Designation Process

1. Does your leadership team have an articulated process for staff input/feedback? (yes/no)

2. Do your leaders communicate a shared vision and purpose for the process of STEM implementation? (yes/no)

3. Do your leaders participate in and share PD grounded in STEM educational issues each school year? (yes/no)

4. In what ways are your students experiencing STEM at your school?
    a. Afterschool only
    b. During the school day, but activities are supplemental to regular curriculum
    c. Our regular curriculum has STEM activities embedded within
    d. Our curriculum consists mostly of integrated PBLs
    e. We do not have STEM programs at our school

5. Which students participate in STEM activities at your school?
    a. Students are selected based on performance to participate
    b. Students can choose to participate if they are interested
    c. Student participation is a part of the learning experience for all students
    d. All students are engaged in collaborative teams to solve authentic problems on a regular basis
    e. We do not have STEM programs at our school

6. How do teachers collaborate and plan for STEM activities?
    a. Teachers develop their own STEM activities without collaboration
    b. Select teachers occasionally collaborate on supplemental STEM activities
    c. Subject/Grade level lead teachers collaborate frequently with one another in interdisciplinary teams and disseminate activities to other subject/grade level teachers
    d. Teachers work in whole school teams to plan integrated STEM PBL units or themes throughout the school year
    e. We do not have STEM programs at our school

7. How do teachers implement STEM activities?
    a. Teachers deliver extra-curricular STEM activities
    b. Teachers sometimes use alternative methods of instruction within their classes
    c. Teachers have begun to shift to facilitator in some classes
    d. Teachers regularly act as facilitators to guide student inquiry
    e. We do not have any STEM programs at our school

8. How do students collaborate when working on STEM activities?
    a. Students work individually
    b. Students work with one another occasionally
    c. Student work is mostly completed in cooperative teams
    d. Students work is always completed in cooperative teams
    e. We do not have any STEM programs at our school

9. Does your school explicitly incorporate the engineering design process or design thinking? (yes/no)

10. Are there STEM career awareness learning opportunities for students at least quarterly? (yes/no)

11. How do you assess the effectiveness of your STEM related activities?
    a. We focus on informal student feedback.
    b. We focus on informal teacher feedback.
    c. We focus on formal student and teacher feedback.
    d. We focus on qualitative and quantitative formal feedback from multiple sources
    e. We do not have any STEM programs at our school

12. Which descriptor most closely matches your current teacher professional development offerings?
    a. Teachers participate in large group introductory STEM professional development
    b. Teachers participate in large group STEM professional development that align with the needs/programs of the school
    c. Teachers participate in personalized learning focused on STEM needs that is ongoing throughout the year with built in supports
    d. Teachers participate in unique personalized learning focused on informal reflection and incorporates externships or mentorships with industry partners
    e. Teachers participate in traditional, district-mandated PD that is not personalized to the needs of the school/program

13. What types of assessments are used to monitor student learning and drive instructional practices?
    a. State-wide data is used to drive instructional practices and set student learning targets
    b. In addition to state-wide data, performance based and pre-post assessments are used to drive instruction and set student learning goals
    c. In addition to state-wide data and pre/post assessments, teachers use observation and monitor student dialogue to assess students processes in problem solving
    d. In addition to state-wide, pre/post assessments, observational data, students participate in self-evaluation and goal setting consistently
    e. We do not use data to monitor student learning or drive instructional practices

14. How does your school engage business and industry partners in your STEM related activities?
    a. We have a partner that occasionally interacts with school leadership and teachers.
    b. We have multiple partners that are utilized to extend student learning experiences.
    c. We have multiple partners that have direct experiences with students, teachers, and leadership.
    d. We have multiple partners that have direct experiences with students, teachers, and leadership and that are a part of the PBL design process as well as the decision-making process.
    e. We do not have any partners currently.

15. Are students provided 2 or more work-based learning experiences within the school year? (yes/no)

16. What stage of STEM program planning is your school currently at?
    a. Initial start-up phase
    b. One-two year plan created for our program
    c. Three-four year plan created for our program
    d. Five years + plan created for our program
    e. We do not have a planned program for our school yet

Scoring: Identify your current level of implementation based upon your assessment responses.

YES/NO Responses	Multiple Choice Responses
"Yes"–Accomplished/On Target Implementation	"A" – Early Implementation "B" – Developing Implementation "C" – On Target Implementation
"No"–Developing/Early Implementation	"D" – Accomplished Implementation "E" – No Implementation

Question	Rubric Attribute Addressed	Readiness Assessment Response	Implementation Level Based on Selected Response
Example 1	1.1 STEM Action/Sustainability Plan	Answered: "B"	Developing Level of Implementation
1	1.1 STEM Action/Sustainability Plan		
2	1.2 Leadership Team		
3	1.3 Leadership PD		
4	1.4 School Environment 1.5 School Schedules		
5	2.1 Project/Problem Based Learning 2.7 Enrichment Learning Activities		
6	2.1 Project/Problem Based Learning 3.2 Designing PBLs		
7	1.4 School Environment		
8	2.5 College and Career Readiness Skills 2.6 Integrity of Academic Content		
9	2.2 EDP and Design Thinking		
10	2.4 STEM Career Awareness		
11	1.1 STEM Action/Sustainability Plan		
12	3.1 Quality STEM Professional Learning		
13	4.1 Performance Assessments 4.2 Accountability (Data)		
14	5.1 Partners Support Instruction		
15	5.2 Work-Based Learning		
16	1.1 STEM Action/Sustainability Plan		

Goal Setting: Identify a rubric attribute as an area of improvement and create specific goals to reach the desired outcome.

Rubric Attribute in Need of Improvement:		
Goals for This Attribute:		
Identify STEPS (Programs, Activities, Training…)	**Identify WHO** Who needs to be involved in leading and implementing?	**TIMELINE** What is the projected timeline for implementation?
How will these identified steps promote 21st century skills?		
How will you measure growth and identify problems?		
Thinking of networking and partnerships, what connections will you cultivate?		