

During the STEM Leadership Network workshop in August, teachers addressed the question, “What is quality STEM learning?”. Participants analyzed several STEM classroom videos and identified attributes that they believe constitutes quality STEM education. The characteristics include learning that:

- integrates knowledge and skills from Science, Technology, Engineering, and Mathematics
- focuses on helping students acquire deep understanding of a “big idea” or “foundational skill” critical to their future learning
- requires higher-order thinking skills with a real STEM work environment
- defines expectations for individual and team accountability
- includes an assessment plan with one or more rubric-based, performance assessments
- requires students to demonstrate thinking skills in employing all steps in the engineering design process
- employs *multiple* technology tools and resources to *enhance student capacity*

When the STEM Leadership Network meets in December, participants will make an Everett STEM Instructional Framework using the identified characteristics. This tool will be similar in function to the Charlotte Danielson Instruction Framework used by the Teacher Principal Evaluation Project (TPEP).