**Unfreezing Exercise 1: Assess Your School's Readiness in STEAM Education**

The self-assessment below lists the major components in ensuring successful STEAM offering in a school. Which level do you think your school achieving across these different dimensions?

The levels of progress are denoted as:

* **E = Exploring:** The school is beginning to explore the component
* **D = Developing:** The school is making efforts to design/plan for the component
* **A = Accomplishing:** The school has begun implementing the component
* **P = Practicing:** The school has sustained implementation of the component, with observable positive results

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| **Category** | **Component (How success may look like)** | **Status** | | | |
| **E** | **D** | **A** | **P** |
| **Vision & Mission** | * **Vision:** There is clear understanding & alignment within the school on why the school is improving its STEAM education and what the overall desired goals are (e.g. student competencies) |  |  |  |  |
| * **Action Plan:** The school has a written, agreed-upon STEAM action plan to guide and support STEAM initiatives |  |  |  |  |
| **People & Process** | * **Team:** The school has a “STEAM team” (with participation from school leaders) that meets regularly to review, reflect and design STEAM initiatives |  |  |  |  |
| * **Network**: The school has sustained collaborations with partners (e.g. higher education institutions, peer schools, industry practitioners) to co-develop solutions in delivering effective STEAM education |  |  |  |  |
| * **Stakeholder Involvement:** The school communicates and involves key stakeholders (e.g. students, parents, community) in the STEAM program to secure participation, ensure buy-in and encourage feedback |  |  |  |  |
| * **Resource Allocation:** The school has allocated resources to design and implement the STEAM action plan in an efficient and sustainable manner |  |  |  |  |
| * **Instructional Planning:** Teachers have regular opportunities to meet/collaborate across grade levels (e.g. annually) and within grade levels (e.g. monthly) to develop as well as evaluate instructional plans and assessments |  |  |  |  |
| * **Professional Development:** Teachers have multiple and sustained on-site support (e.g. via professional learning community) and off-site opportunities to meet individual/school-level learning needs in STEAM |  |  |  |  |
| **Student Learning** | * **Exposure:** There are learning opportunities within & outside the classroom that expose students to a wide variety of STEAM knowledge  (e.g. robotics club, STEAM competition) |  |  |  |  |
| * **Infusion/Integration:** Teachers make explicit efforts to infuse/integrate STEAM content from other disciplines into their classroom teaching |  |  |  |  |
| * **Construction:** Teachers regularly immerse students in active, hands-on experience to build/construct their own understanding of a discipline |  |  |  |  |
| * **Application:** Students are given regular opportunities to apply skills and processes learned in all subjects by working in teams to design solutions for authentic problems |  |  |  |  |
| * **Assessment:** Teachers use a variety of formative assessments (e.g. projects, portfolio, presentations) to regularly evaluate growth and provide feedback on students’ knowledge and skills |  |  |  |  |
| * **Learning time:** The school actively carves out longer blocks of time for students to engage in cross-disciplinary hands-on/project-based learning |  |  |  |  |
| * **Learning space:** There is a specified, collaborative learning space both offline and online that is conducive of STEAM learning (e.g. maker space) |  |  |  |  |
| **Total for each level:** | |  |  |  |  |