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| --- | --- | --- | --- | --- | --- |
| RED | Advisory | Career Readiness Experiences | Code of Behavior and Values | Collaborative Governance | Common Planning Time |
| Depth Over Breadth | Early College | Family Involvement | Flexible Schedule | Higher Education Exposure |
| Interdisciplinary Teams | Mastery Learning | Partnerships | Problem-Solving Projects | Range of Student Assessment |
| Range of Student Outcomes | STEM Instructional Leaders | STEM Space | School Space to Facilitate Public Engagement | Service-Learning |
| Standards | Student Access to School Across the Day | Student Induction Process | Student-Led Demonstration of Learning | Technology Presence |
| ORANGE | Online Training Resources | Professional Development Resources | Scheduled Professional Development | Special Space for Professional Development |  |
| YELLOW | Staff are Flexible and Open to Change | Staff Believe All Students Can Learn (Disposition) | Staff Collaborate | Staff Consider Depth Over Breadth | Staff Embrace an Engineering Design Process |
| Staff Emphasize Code of Behavior and Values | Staff Establish and Maintain Partnerships | Staff Have a Sense of School Ownership | Staff Participate in Decision Making | Staff Reflect on Work |
| Staff Spread Practices | Staff Support Needs of Whole Student | Staff Treat One Another with Trust and Respect | Staff Work with Autonomy |  |
| GREEN | School Leader Facilitates Staff Growth and Development | School Leader Models Instructional Practice | School Leader Models Risk-taking | School Leaders are “Transformational” | Teacher Leaders Facilitate Communication Across Campuses |
| TEAL | Students Contribute to School Decision-Making | Students Demonstrate Code of Behavior and Values | Students Participate in Early College Activities | Students Participate in Extracurricular Activities | Students Participate in Higher Education Exposure activities |
| Students Treat One Another with Trust and Respect | Students Work With and Use Technology Appropriately |  |  |  |
| BLUE | Families Monitor Student Activity and Grades | Partners Facilitate Spread of Practices | Partners Help Establish and Maintain Community Presence | Partners Support Instruction |  |
| PURPLE | Teacher Differentiation for Learning Needs | Teacher Differentiation for Social and Emotional Needs | Teacher Facilitation of Cognitive Demand | Teacher Facilitation of Engagement with “Real-World” Content | Teacher Facilitation of Engineering Design Process for Students |
| Teacher Facilitation of Participation in Problem-Solving Projects | Teacher Facilitation of Recognition of Interdisciplinary Connections | Teacher Facilitation of Student Autonomy | Teacher Facilitation of Student Interest | Teacher Facilitation of Student Reflection |
| Teacher Facilitation of Student Teamwork and Collaboration | Teacher Facilitation of Students Learning Skills Specifically Related to the Work | Teacher Facilitation of a Positive Social and Emotional Learning Climate | Teacher Models Use of New and Emerging Technology | Teacher Use of Assessment to Inform Instruction |
| MAGENTA | Students Cooperate and Work with One Another as Teams | Students Demonstrate Autonomy | Students Demonstrate Code of Behavior and Values | Students Engage in Career Readiness | Students Engage in Cognitively Demanding Work |
| Students Engage in Problem-Solving Projects | Students Engage in Service-Learning | Students Engage in Understanding of Work Place Skills | Students Make Connections Between the Disciplinary Content and the Real | Students Participate in Demonstrations of Learning |
| Students Recognize Connections Across the Disciplines | Students Reflect on Their Learning | Students Take Risks |  |  |

**STEAM Characteristics**