NV STEM Framework and NEPF Crosswalk

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NV STEM Framework Attribute	NEPF Indicator	Application/Notes
Category 1: The School		
1.1.1 Mission & Vision	TI: 1.2 TP: 3.2, 3.3, 4.1, 4.4 AI: 1.1 AP: 4.1, 4.2	• A STEM culture is built through a mission and vision statement • Teachers believe in and support STEM curriculum and instruction supporting STEM immersion for all
1.1.2 Impact on Classrooms	TI: 4.1 TP: 1.1, 1.2, 1.3, 2.2, 2.3 AI: 1.1, 1.2, 1.4 AP: 2.2	• Teachers collaborate on STEM planning and instruction • Teachers support STEM initiatives and create a student centered learning culture with high expectations • Teachers mentor colleagues and pursue leadership opportunities
1.2.1	TI: 1.1, 1.2, 1.3, 4.2	• Administrators ensure staff members are involved in decision making

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Leadership	TP: 2.1, 2.2, 2.3 AP: 3.2, 3.3, 4.1, 4.2	• Administrators structure the school environment to ensure frequent and regular collaboration • Teacher leaders drive the STEM programs in the school and encourage STEM focused professional development
1.2.2 Collaboration & Planning	TI: 1.1, 1.2, 1.3, 2.1, 2.2 TP: 1.1, 1.2, 1.3, 2.1, AI: 1.4, 3.2, 3.3, 3.4 AP: 1.3, 2.2, 2.3	• STEM initiative is fully supported by administration and teachers are given ample time to collaborate • Instruction for all students improves through meaningful STEM focused discourse
1.2.3 Professional Learning	TP: 2.1, 2.2, 2.3 AI: 4.3 AP: 2.2, 2.3	• STEM focused professional development is for all instructional staff • Administrator allocates resources in support of teacher professional development • Teachers are self-reflective and engage in professional learning to advance their knowledge in best practices in STEM
1.3.1 Equity Plan	TI: 2.1, 2.4, 5.1 TP: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	• Budgeting, instruction, and scheduling of STEM initiatives benefit all students • School refines equity plan annually • All instructional staff participate in STEM equity

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	AI: 2.4, 4.3 AP: 4.1, 4.2	professional learning
1.3.2 Equity Strategies in Use	TI: 2.1, 2.4 TP: 3.1, 4.1, 4.2, 4.3, AI: 2.4, 3.1, 3.3 AP: 3.1	- Teachers value all students - Teachers believe that all student can achieve success in STEM - Specific strategies are included for engaging underrepresented groups in STEM - Planning adjusted in weekly/daily lesson plans based on students' progress and needs
1.3.3 STEM Access	TP: 1.3, 3.1, 4.3 AP: 4.3	- Evidence shows enrollment in STEM courses and extracurricular activities (on and off campus) are reflective of the school's population - School works to remove barriers in accessing opportunities
1.4.1 Funding Allocation	TP: 3.3 AI: 4.3 AP: 1.1	Evidence of on-going STEM funding: SGF with allocations to STEM, budgeting and banking policies, fundraising

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1.4.2 Uses of Funds	TP: 1.2, 3.1, 3.3 AI: 4.3 AP: 1.1	• Documentation to show all students have benefitted from STEM budget • Funds allocated for STEM professional learning
1.5.1 Schedule	TI: 1.1, 1.2, 1.3, 1.4 AI: 4.2, 4.3 AP: 3.4	• Differentiation considering skill and interest • Schedule allows for problem-based learning units • District allocated times are followed in addition to creating site-based master schedule of grade level common academic times • School schedule is followed and allows for STEM integration
1.5.2 STEM Access	TI: 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 5.1, 5.2, 5.3, 5.4 TP: 1.1, 1.2, 1.3 AI: 4.1, 4.2	• All students have access and participate in frequent and regular STEM learning during the instructional day
Category II: The Classroom		

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2.1.1 Context	TI: 1.1, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 4.1	- Tier 1 instructional practices - Differentiation considering skill and interest - Problem-based learning - Local and relevant topics of inquiry
2.1.2 Instructional Model	TI: 1.1, 1.2, 1.3, 1.4, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.3, 5.4 TP: 5.3	- Problem-based learning with scaffolds - Relevancy - Authenticity - Teacher as a facilitator - Classrooms are student centered and model allows for student voice and choice
2.1.3 Disciplinary Integration	TI: 1.1, 1.2, 1.3, 1.4, 3.3, 5.1 AI: 4.1	- Systems are in place for aligning curriculum, instruction, and assessment - Explicit connections of learning can be made across disciplines
2.1.4 Standard Alignment	TI: 2.1, 2.2, 2.3, 2.4, 4.1, 5.2 TP: 1.1, 1.2, 1.3, 3.3 AI: 4.1, 4.2	- Pacing guides for standards are used - Integration of problem-based learning - PLC participation - long range planning and reflection - Lesson plans shared and consistent with STEM initiatives - Vertical alignment throughout the school - Assessments are aligned to performance criteria

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2.1.5 Engineering Design Process	TI: 2.1, 3.1, 3.2, 3.4	● Integration with problem-based learning units that involve standards from multiple disciplines ● Authentic and localized issues ● Multiple solutions, open-ended
2.1.6 Collaboration and Teamwork	TI: 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 5.1 TP: 3.2, 5.2	● Teachers provide opportunities for students to work independently and then come together for decision making ● Teachers structure collaboration by assisting students to develop roles within their groups ● Protocols are in place for individual and group accountability ● Learning space is flexible for a variety of student groupings including collaboration areas, and has organized areas for STEM supplies, materials and tools accessible to all students
2.2.1 Mindset	TI: 1.4, 2.1, 2.2, 2.3, 3.4, 4.1, 4.3, 5.1, 5.4 TP: 5.1, 5.2, 5.3	● Teachers create a classroom culture that promotes academic risk-taking, creativity, and collaboration ● Assessing mindset through surveys and interviews ● Time planned for and evidence of student (individual and group) reflective practices

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2.2.2 Focus on Process Over Product	TI: 1.1, 1.3, 1.4, 3.1, 3.2, 4.1, 4.3, 5.1, 5.4	• Evidence of student work showing progress including reflection, new learning, feedback from teachers/peers/guests, and how thinking has evolved over the course of the project • Questioning strategies prompt and extend students' thinking
2.2.3 Application Awareness	TI: 3.2, 4.1, 4.2, 4.3 TP: 5.1 AP: 4.1	• Students are applying learning for real world purposes • Students can articulate what and why they are learning • Students can articulate how learning is building towards understanding of the driving question/problem
2.3.1 Digital Citizenship	TI: 3.4, 4.2, 4.3 TP: 3.3 AI: 4.2	• Explicitly teach digital citizenship- evidence in long range planning documents • NV DOE CS Guide
2.3.2	TI: 3.2, 5.2	• Provide opportunities for students to demonstrate learning in different ways • Problem-based learning incorporating technology

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Technology for Learning	TP:	that includes voice and choice ● NV DOE CS Guide
2.4.1 Career Connections	TI: 1.3, 2.4, 4.3, 5.3 TP: 4.1 AI: 1.1, 4.1	● STEM careers are integrated into unit planning, and field experts are asked to connect their work as it applies to current units of study
2.4.2 STEM Extracurriculars	TI: 2.4 TP: 1.1, 1.3, 2.2, 4.3, 5.3	● Evidence of staff actively encouraging and supporting students in on and off campus STEM-focused out of school time activities
2.4.3 STEM Pathways	TI: 1.3, 2.4 TP: 4.3, 5.3	● Teachers provide opportunities for students to make connections between their learning and STEM career pathways
2.4.4 STEM/STEAM Seals	TP: 1.1, 1.2, 1.3 AP: 4.2, 4.3	● Staff bring awareness and offer supports for students to earn the NV STEM and STEAM seals

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2.5.1 STEM Data	TI: 5.1, 5.2, 5.3, 5.4 AI: 2.3	● Data driven PLCs ● Assessments includes integrated content as well as skills and practices ● Formative assessments are integrated into unit plans to plot student growth towards mastery
2.5.2 Assessment Format	TI: 5.1, 5.2, 5.3, 5.4	● Performance tasks vs traditional tests ● Evidence of learning through the problem solving process ● Problem-based learning allows students to apply learning to real world situations
2.5.3 Growth in STEM	TI: 5.1, 5.2, 5.3, 5.4	● Students are supported in creating goals and are aware of their progress in STEM ● Teachers employ procedures for student self-monitoring of learning
Category III: The Community		
3.1.1 Family Participation	TI: TP: 4.1, 4.2, 4.3	● Staff solicits feedback and suggestions from parents/guardians about STEM initiatives and curriculum and then incorporate the parent/ guardian feedback when planning ● Staff collaborate with the parents/guardians in

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	AP: 4.1, 4.2	solution orientated sessions ● Teachers regularly encourage parents/guardians to volunteer, attend school events, participate as experts, and stay involved in the school community ● Families are given tools and resources to help reinforce STEM learning at home ● Families are invited to STEM experience planning meetings
3.1.2 Communicate with Families	TP: 4.1, 4.2, 4.3 AP: 4.1, 4.2	● Staff develop and maintain collaborative relationships with parents/ guardians for student's needs, learning styles, cultural identities ● Staff follows through with the parents/guardians requested language and mode of communication ● Staff regularly update parents/guardians about STEM initiatives, student progress during PBLs, when STEM planning meetings are being held, how they can participate, and what is being learned in the classroom ● STEM initiatives are discussed in monthly newsletters
3.2.1	TP: 4.1, 4.2, 4.3	● Staff connects with families, community members, higher education entities, and business owners in

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Industry Participation	AI: 3.4, 4.1, 4.3	order to find and establish long-term partnerships
3.3.1 Student Participation	TP 4.2, 4.3 AI: 1.1, 3.4 AP: 4.1	• Students engage with the community to discuss, learn, and problem solve about local/global problems • STEM units are aligned with local industries and issues
3.3.2 Community Collaboration	TI: TP: 4.2, 4.3 AP: 4.1, 4.2	• Staff schedules times for community members, parents/families, and business owners to attend planning meetings for STEM learning • Staff schedules times for students to receive feedback during the learning process and to present their findings to community members
3.3.3 Work-Based Learning	TI: 2.4 AP: 4.1, 4.2	• Staff encourages, promotes, and provides equitable supports for students to participate in STEM related work opportunities (simulated or actual)

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